



INTERNATIONAL
ASSOCIATION
OF SCHOOL
LIBRARIANSHIP

17th ANNUAL CONFERENCE PROCEEDINGS

July 24 - 29, 1988

Western Michigan University

Kalamazoo, Michigan USA



John G. Wright
7100-116 Street
Edmonton, Alberta
T6G 1P9



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INTERNATIONAL ASSOCIATION OF SCHOOL
LIBRARIANSHIP
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KALAMAZOO - MICHIGAN
UNITED STATES OF AMERICA
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PROCEEDINGS

December 1988
ISSN 0257 3229

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FORWARD

Once again an IASL Conference has produced papers of interest and value to all persons concerned with the development and expansion of school library media centers in every country. The presentation of the new American standards by Jacqueline Morris and the fascinating look at new technology and the information field by Kent Voight and Lucy Ainsley stimulated much discussion, certainly emphasized GREAT EXPECTATIONS and should provoke further thinking upon reading. Representatives from Australia to Zimbabwe challenged listeners with their programs for change and expansion. A survey of recent research on school librarianship at the international level by Dr. Helen Snoke is a paper of special significance. The bibliography at the end should prove of interest to many internationals.

It should be noted that the films, transparencies etc. which added a great deal to the strength of many presentations could not be included and it is unfortunate that we are not yet at a point where this aspect of sharing can be included in the proceedings! Maybe in the future.

The papers herein follow the daily program schedule but they all fall into one of the major areas. Standards/Guidelines, Innovative Programs and New Technology. It is hoped that readers will discover new information and receive new ideas from reading these presentations.

It would have been impossible to have held a successful conference without the solid support from the school and public librarians in Kalamazoo and Portage, the Michigan Association of Media Educators and the fine staff in the Division of Continuing Education, Conference Office, Western Michigan University. We are also grateful for the support of the President of Western Michigan, Dr. Diether Haenicke, who served as Honorary Chairman. Immeasurable thanks are due these persons for their assistance.

And now I hope that you will find that using these proceedings will be as exciting as the actual meetings were to the participants.

Jean E. Lowrie
Chair, 1988 IASL Conference

1988 INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

GREAT EXPECTATIONS

OPENING CEREMONY

North Ballroom
Bernhard Student Center
Western Michigan University
Kalamazoo, Michigan, USA

Welcome

Jean Lowrie, Executive Secretary, International Association of School Librarianship

Greetings and Introduction of Guests .

Jean Lowrie, Executive Secretary, International Association of School Librarianship

Greetings from Platform Guests

James J. Blanchard, Governor of Michigan
Ed Annen, Mayor of Kalamazoo
Sharon Rothenberger, Library of Michigan
Dizzy Warren, representing Congressman Howard Wolpe
Margaret Chisholm, Immediate Past President, American Library Association
Jacqueline Morris, American Association of School Librarians
Lucy Ainsley, Association of Educational Communications and Technology
Bernice Lamkin, Michigan Association for Media in Education
Gregory O'Keefe, World Confederation of Organizations of the Teaching Profession
Anne Galler, International Federation of Library Associations
Michael Cooke, President International Association of School Librarianship

Musical Interlude

The Westminster Singers - Thomas Kasdorf, Director

Opening of Conference

President Diether Haenicke, Western Michigan University

Flag Ceremony

John Wright, Vice-President International Association of School Librarianship

Refreshments - South Ballroom

[The following welcome and introductions were used at the opening of the conference and are included here as background identification. No recordings were made of these informal greetings.]

Welcome to the 17th Annual Conference of the International Association of School Librarianship. I am Jean Lowrie, Executive Secretary of IASL and Chair of the Local Arrangements Committee. It is a pleasure to welcome you to Kalamazoo and Western Michigan University's campus, but it is a special pleasure for me to see you on home territory. When we discovered last September that the 1988 conference would need to find a site for this year's meeting, Vice President Wright asked if we could "see" the IASL Secretariate -- I laughed but at the same time was pleased. And now it has happened; you are here and we are looking forward with great expectation to a conference filled with meaning, learning experiences, good discussion and lots of fun and camaraderie. Enthusiasm, someone has said, is the greatest asset in the world. It beats money and power and influence. Enthusiasm is certainly what IASL possesses in quantity, and I am sure it will show again this year.

Although the Democratic Convention is competing with us, we are honored today to have with us leaders from government and the library profession. It is my pleasure to present these platform guests to you and to ask them to speak a few words of greeting. I am pleased first to read to you the greetings from the Governor of Michigan's office. (Governor's letter attached.)

Representative Howard Wolpe, is a most effective representative from our district to the U.S. House of Representatives, and is a strong supporter of international understanding and activities. Although Howard cannot be here he has asked Dizzy Warren from his office to represent him. It is a pleasure to present her to you.

The Library of Michigan has sent Sharon Rothenberger to represent the state. Sharon is currently Division Director of Library Development for the Library of Michigan. She has been particularly active preparing grant proposals for the U.S. Department of Education re: public libraries and regional cooperation. We are proud that Sharon received her MLS from Western Michigan University.

Margaret Chisholm is the immediate Past President of the American Library Association and we are delighted that she has felt relaxed enough after one week of grace from her duties to join us here. Dr. Chisholm has been in library education for many years first at the University of Maryland and now as Director of the Graduate Library School and Information Science, University of Washington-Seattle. Incidentally, Margaret's daughter and son-in-law are well known in the field of librarianship in Australia--active in the cause of school libraries. It is a special privilege to welcome a friend of long standing and a strong supporter of school libraries/media center programs. (This turned out to be Ms. Chisholm's birthday and the entire group sang Happy Birthday to her.)

The American Association of School Librarians is one of the sponsors of this conference. Indeed they have supported IASL both financially and philosophically since its inception. It is therefore most appropriate that we have with us today the President of AASL Jacqueline Morris. Jackie is also one of our three topic keynote speakers. She comes to us from the neighboring state of Indiana, the Department of Education, although in the past we have had some claim on her at Western. I am pleased to present her to you at this time.

The newly elected President Elect of the Association for Educational Communications and Technology is Lucy Ainsley. She is Director, Instructional Technology, Birmingham Public Schools, Birmingham, Michigan. AECT has cooperated with AASL for many years--most recently in the publication of the new guidelines INFORMATION POWER. You will hear more from Lucy later in the conference.

This conference would never have come to fruition without the yeomen service of many members of MAME, Michigan Association of Media Education. It is with a grateful thank you to them that I now present to you the current President, Bernice Lamkin, Director of REMC 7 and incidentally a former student of mine of whom I am very proud.

IASL is affiliated with two international associations, one in education, one in librarianship. WCOTP, the World Confederation of Organizations of the Teaching Profession and IFLA, International Federation of Library Associations. It is fitting that we should have our feet in both camps, internationally even as we do locally. Gregory O'Keefe is on the board of WCOTP and comes from Sydney, Nova Scotia. Some of us had the pleasure of meeting him in Halifax in 1986 and we had hoped he would be with us today. Unfortunately, he could not.

IFLA has many divisions and sections representing various types of library work and of course there is one in school libraries. The current chair and the secretary of that section are both with us. Anne Galler is Director of Library Studies, Loyola Campus, Montreal and is the chair of the section. Lucille Thomas, IASL's liaison to the section, is also secretary. We are pleased that Anne can be with us today to bring greetings from IFLA.

The International Reading Association had hoped to have a representative here but they are holding their board meeting in New Orleans right now. However, they sent their regrets and their wishes for a successful conference and we thank them.

Now it is my pleasure to introduce some one who needs no introduction to most of you. Michael Cooke from the College of Librarianship Wales, has served you well for the past 5 years as President of IASL and I am happy to ask him to greet you now and introduce the members of the board.

At this point I think we need a bit of change. I have invited Tom Kasdorf, one of Kalamazoo's outstanding choral directors, to visit us with some of his youth singers. At first I thought I was going to have to introduce them as the Dirty Dozen but Tom tells me they are really the Westminster Singers and we are pleased to have them with us. They will introduce their own numbers.

And now for the official opening of the conference. When I found out that WMU would be the locale, I immediately decided that there was only one person who could truly open this international conference for us. He comes well qualified for he holds a Ph.D. degree from the University of Munich (magna cum laude) and has also attended the Universities of Marburg, Gottinger and Freiburg. He taught on the graduate faculties of Wayne State University in Michigan and Ohio State University and has published many books and articles--not just on graduate education but on other topics such as romantic literature, modern poetry, etc. A true liberal arts man. Dr. Haenicke was Dean of the College of Humanities at Ohio State and Academic Vice President and Provost there before coming to WMU. A recipient of two Fulbright scholarships he has received many other honors. His greatest qualification in our eyes is of course the fact that his wife is a professional librarian, currently working in the Portage Public Library. The Haenicke's came to Kalamazoo in 1985 and quickly made a place for themselves in our community. It is a distinct pleasure for me to present to you the President of Western Michigan University and Honorary Chair of this conference, Dr. Diether Haenicke.

At this time I would like to recognize some of our special guests in the audience this morning.

Last but certainly not least I would like the members of the local arrangements committee to stand to be recognized as I call their names. There simply would not have been a conference this year without these wonderful people. Burton H. Brooks, Ricki Chowning, Victoria Defields, Charlaire Ezell, Frank Hemphill, Leonella Jameson, Bernice Lamkin, Fred Nichols, Mary Rife, Mary Lou Robinson, Mildred Winslow, Joan Gray, and Laura Thompson.

And now to conclude with our traditional flag ceremony of official delegates, I call upon IASL Vice President John Wright who is coordinator of our Assembly of Associations.

Many many thanks to all of you. Now I invite you all to join us in our coffee hour and to meet our special guests. Thank you for joining us at the opening session of the 17th Annual Conference of the International Association of School Librarianship.

oci/iasl



STATE OF MICHIGAN
OFFICE OF THE GOVERNOR
LANSING

JAMES J. BLANCHARD
GOVERNOR

July 24, 1988

Greetings:

As Governor of the State of Michigan, I am pleased to welcome the International Association of School Librarianship to Kalamazoo, Michigan for your 17th annual conference.

This international gathering truly brings hope to the futures of our young people. Libraries open a whole new world full of fantasy and fiction that can have a major effect on the development of our youth. Librarians play a key role in keeping books available to students and assisting them in finding what interests them.

On behalf of the residents of our Great Lake State, I extend special thanks and praise to all present for this convention. You are important individuals to the educational process of our young people. I hope your convention is informative and enjoyable.

Sincerely,



James J. Blanchard
Governor

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PROGRAM

Sunday, July 24 - Friday, July 29, 1988

Sunday, July 24, 1988

- 9:00 a.m. - Midnight Campus Housing Check - in - Harrison Hall
- 3:00 - 9:00 p.m. Conference Registration - Harrison Hall Lobby
- 5:00 - 6:00 p.m. Dinner - Bigelow Cafeteria
- 7:00 - 10:00 p.m. Opening Reception - Sponsored by *World Book Inc.*
Stinson Lounge

Monday, July 25, 1988

- 7:30 - 8:30 a.m. Breakfast - Bigelow Cafeteria
- 8:00 - 12:00 noon Conference Registration Continues
South Ballroom, Bernhard Student Center
- 9:00 a.m. Opening Ceremony
North Ballroom
Jean Lowrie, Executive Secretary, IASL, Presiding
- Opening of Conference
Greetings - **President** Diether Haenicke,
 Western Michigan University
- Music
- Flag Ceremony
- 10:30 a.m. Coffee Break
South Ballroom
- 11:00 a.m. *Great Expectations*
North Ballroom
Introduction of Speaker - Jean Lowrie
Phyllis Land Usher, Senior Officer
Center for School Improvement and Performance
Indiana Department of Education
Indianapolis, Indiana, USA
- 12:30 p.m. Lunch
Bigelow Cafeteria
- 1:15 p.m. Group Photo
Steps of Miller Auditorium
- 2:00 p.m. Association Assembly - Open Meeting
North Ballroom
John G. Wright, Vice - President, IASL, Presiding
- 3:30 p.m. Afternoon Break
South Ballroom

4:00 p.m. *New Guidelines*
North Ballroom
Introduction of Speaker - Bernice Lamkin
Jacqueline G. Morris, President - Elect, AASL
Manager, Learning Resources
Indiana Department of Education
Indianapolis, Indiana, USA

5:00 - 7:00 p.m. Exhibitor Set up
South Ballroom

5:30 p.m. Western Michigan University President's Reception
Shuttle bus transportation from Harrison Hall

Tuesday, July 26, 1988

7:30 - 8:30 a.m. Breakfast
Bigelow Cafeteria

8:00 a.m. - Noon Conference Registration Continues
South Ballroom

8:00 - 4:00 p.m. Exhibits Open
South Ballroom

9:00 a.m. Small Group Seminars

New Technology for School Libraries: CD-ROM
Room 204
Anne M. Galler, Associate Professor, Library Studies
Concordia University
Montreal, Quebec, Canada
Ricki Chowning, Chair

Building a Professional Image by Working with Business and Industry
Room 208
Mary M. Poston-Wolcott, Library Information Specialist
Yorktown Elementary School
Yorktown, Indiana, USA
Terry Madden, Chair

Celebrating Cooperative Program Planning
Room 210
Karen L. Smith, Department Head, Resource Center
Montcalm Secondary School
London, Ontario, Canada
Bernice Lamkin, Chair

A Potpourri of Ideas K-12
Room 211
Joan C. Byrne
Media Specialist, Amberly Elementary School
Portage, Michigan, USA
John Veltema, Chair

10:30 a.m. Coffee Break - South Ballroom

11:00 a.m.

Small Group Seminars

Teaching Thinking Skills: The Role of the Media Specialist

Room 204

M. Ellen Jay, Media Specialist

W.T. Page Elementary School

Silver Springs, Maryland, USA

Ricki Chowning, Chair

Movies/Videos, Original Literature and Novelizations

Room 208

Cosette N. Kies, Chair

Department of Library and Information Studies

Northern Illinois University

DeKalb, Illinois, USA

John Veltema, Chair

How to Produce a Professional Journal

Room 210

Edward F. Newren, Editor, *OHIO MEDIA SPECTRUM*

Professor of Educational Media

Miami University

Oxford, Ohio, USA

Burton Brooks, Chair

Information Services Offered to Teachers and Students: Indian Scene

Room 212

Shobha Sharma, Chief Librarian

M.K.P. (PG) College

Dehr Dun, India

Bernice Lamkin, Chair

The Learning and Information Needs of Schools (LINOS) Project: Australian Guidelines - Room 211

LINOS Project Team

Presented by Joyce Kirk

Kuring-gai College of Advanced Education

Lindfield, NSW, Australia

12:30 p.m.

Lunch - Bigelow Cafeteria

Committee Luncheons - Bigelow Cafeteria

2:00 p.m.

Innovative Programs

North Ballroom

Introduction of Speaker - Ricki Chowning

Lucy E. Ainsley

Director of Instructional Technology

Birmingham Public Schools

Birmingham, Michigan, USA

4:00 p.m.	<p>Small Group Seminars</p> <p><i>Copyright... Who Cares?</i> Room 204 Lucy E. Ainsley Director of Instructional Technology Birmingham Public Schools Birmingham, Michigan, USA</p> <p><i>Growth in the Canadian Children's Book Field</i> Room 208 Kathy Lowinger, Executive Director Canadian Children's Book Centre Toronto, Ontario, Canada Ricki Chowning, Chair</p> <p><i>Achieving Impact Through Tiered School Library Services</i> Room 212 Carver D. Mparutsa, Senior School Library Advisor Ministry of Education Causeway, Zimbabwe, Republic of South Africa</p> <p><i>Provision of Reading Materials to Rural Areas: Effects on School and Community</i> - Room 211 Nelson Rodriguez-Trujillo, Director, School Library Program Banco del Libro Caracas, Venezuela Bernice Lamkin, Chair</p> <p><i>School Library Standards in Japan</i> Room 210 Mieko Nagakura, Professor Chief of School Library Science Laboratory Tokyo Gakugei University Kawasaki-shi, Japan Jane Humble, Chair</p>
4:00 p.m.	Exhibits Close
5:00 - 6:00 p.m.	Dinner Bigelow Cafeteria
7:00 - 11:00 p.m.	Square Dance and Hayride, Schultheis Farm Shuttle bus transportation from Harrison Hall
Wednesday, July 27, 1988	
7:30 - 8:30 a.m.	Breakfast Bigelow Cafeteria
8:00 a.m. - Noon	Conference Registration Continues
8:00 - 12:30 p.m.	Exhibits Open South Ballroom
9:00 a.m.	Association Assembly - Closed Session

10:30 a.m.	Coffee Break South Ballroom
11:00 a.m.	Small Group Seminars <i>School Libraries: A Systematic Approach to Staff Development</i> Room 204 Gerald R. Brown , Chief Librarian Winnipeg School Division #1 Winnipeg, Manitoba, Canada Sally Kelly-Sewell, Chair <i>New Technologies - The Use of a Microcomputer in Media Centres: A South African View</i> Room 210 Anton Gouverneur , Deputy Head Transvaal Education Media Service Pretoria, Transvaal, Republic of South Africa Jane Humble, Chair <i>Informative Writing: Locating Facts to Final Draft</i> Room 208 M. Ellen Jay , Media Specialist W.T. Page Elementary School Silver Spring, Maryland, USA <i>Developing Computer Literacy Through Low Cost Word Processing Software</i> Room 211 Edward F. Newren , Editor, <i>OHIO MEDIA SPECTRUM</i> Professor of Educational Media Miami University Oxford, Ohio, USA Burton Brooks, Chair
12:30 p.m.	Lunch Bigelow Cafeteria Exhibits Close
1:30 - 5:30 p.m.	Local Field Trips - Depart from circle drive of Bernhard Student Center
6:30 p.m.	Punch Bowl Fetzer Business Development Center
7:00 p.m.	Banquet Fetzer Business Development Center
Thursday, July 28, 1988	
7:30 - 8:30 a.m.	Breakfast Bigelow Cafeteria
8:00 a.m. - Noon	Conference Registration Continues South Ballroom
8:00 - 3:00 p.m.	Exhibits Open South Ballroom
9:00 a.m.	AGM Business Meeting

10:30 a.m.	Coffee Break South Ballroom
11:00 a.m.	<i>New Technology</i> North Ballroom Introduction of Speaker - Burton Brooks Kent Voigt , Assistant Superintendent - Technology Macomb Intermediate School District Mt. Clemens, Michigan, USA
12:30 p.m.	Lunch Bigelow Cafeteria
2:00 p.m.	Small Group Seminars <i>Beyond the Basics: Grand Haven's Nationally Recognized Media Services</i> Room 208 Burton H. Brooks Director, Instructional Media Services Grand Haven Public Schools Grand Haven, Michigan, USA <i>Making Every Minute Count, Time Management for School Librarians</i> Room 211 Marvene Dearman , Librarian Istrouma Middle Magnet School Baton Rouge, Louisiana, USA Sally Kelly-Sewell, Chair <i>Information Technology and Information Skills in German Schools and School Libraries</i> Room 212 Rita Schmitt , Librarian Deutsches Bibliotheksinstitut (German Library Institute) Berlin, West Germany Terry Madden, Chair <i>The New Technologies in the School Media Center</i> Room 204 Ricki Chowning , Media Specialist East Grand Rapids High School Carnovia, Michigan, USA
3:30 - 4:30 p.m.	Punch Bowl in honor of Margot Nilson President's Dining Room
5:00 p.m.	Exhibits Close
6:00 p.m.	Hospitality Night in Area Homes
Friday, July 29, 1988	
7:30 - 8:30 a.m.	Breakfast Bigelow Cafeteria
8:00 - Noon	Conference Registration Continues South Ballroom
8:00 - 12:30 p.m.	Exhibits Open

9:00 a.m.

Small Group Seminars

Multi - Media Library on a Shoestring

Room 208

Marian S. West, Library Media Specialist

Plymouth Salem High School

Ann Arbor, Michigan, USA

Burton Brooks, Chair

Elementary School Library Media Centers and Positive Self-Concepts in Children

Room 212

Dianne McAfee Hopkins, Assistant Professor

(read by **Marilyn Miller**)

School of Library and Information Studies

University of Wisconsin-Madison

Madison, Wisconsin, USA

Marilyn Miller, Chair

New Technologies for Library Buildings

Room 211

Donald J. Fork, Administrative Librarian

U.S. Department of Education

Washington, D.C., USA

John Veltema, Chair

Library Instruction at a German-American Bilingual School in Berlin

Room 210

Barbara C. Stewart (read by **Rita Schmitt**)

John F. Kennedy School

Berlin, West Germany

Terry Madden, Chair

Standards for Canadian School Library Programs

Room 204

Dianne Oberg (read by **Shirley Coulter**)

Faculty of Education

Edmonton, Alberta, Canada

10:30 a.m.

Coffee Break

South Ballroom

Autograph Session with Illustrator David Small

11:00 a.m.

Research in School Librarianship

North Ballroom

Anne Taylor, Chair, IASL Research Committee

Queens University

Belfast, Ireland

Helen Snoke, Professor

The University of Michigan

School of Information and Library Studies

Ann Arbor, Michigan, USA

11:45 a.m.

Library Education for School Librarians - informal discussion

Patricia Beilke, Associate Professor

Department of Secondary Education

Ball State University

Muncie, Indiana, USA

12:30 p.m. Luncheon and *Conference Wrap - up "A Pause for the Future"*
Fetzer Business Development Center
John G. Wright, Vice - President IASL
Professor
Faculty of Education
University of Alberta
Edmonton, Alberta, Canada

4:00 p.m. Board Meeting - Stinson Hall Recreation Room

GREAT EXPECTATIONS

Phyllis Land Usher

People in every generation think they are living in a time of transition-- and, of course, they are quite right! For those of us who have been in school librarianship for a number of years--I think there are others in the audience who, like I, began my work in school libraries more than 20 years ago--have certainly experienced change. In my first job at a high school that, at the time, was known for its progressive library/media center, I was fortunate to have centralized processing because just a half decade before I, as a student library assistant, had helped type catalog cards. In that high school library, I worked extremely hard; I had a wonderful time; I was a very good school teacher.

The changes of that day seem so mild as we look backward. We were quite revolutionary at my school in that we circulated audiovisual equipment to the students. I certainly caused quite a stir when, as a "green" first year librarian, I questioned the long standing practice to have lengthy "library orientation" sessions for the multitudes. Do any of you remember those three and four class mobs waiting to hear such valuable information as "this is the card catalog?" It seems a short time ago in some respects but a long long time ago when I remember that the advent of the videocassette was just being predicted and also when I see the children of my students graduating from high school!

The changes in this field proceeded at a brisk pace through the identity crisis--while we debated if we were librarians or media specialists, when we should have perhaps been trying to be the education generalist. A generalist is when you "get it all together." On the heels of our embracing all media, we started to see what I call the library network evolution. This change is relatively slow in being adopted widely by school libraries, especially full participation in computer-based multi-type networks but because of the developing technology perhaps we will be ahead because we are now behind. The power of the personal computer holds much promise for dealing with the information needs of teachers and pupils. Much of the information we deal with, I believe, is merely organized data.

Enough putting our collective backs for effectively reacting to the changes we have seen in our careers. This talk is supposed to be about expectations! Expectations for the well being of our fellow humankind, expectations for our own career roles, and wide-eyed expectations about the technological advances we may see and work with during the next few years.

I am going to be using, as a tool for setting our future stage, a videotape produced by a leader in the U.S. education computer market. You will get a glimpse of what Apple says may be available early in the 21st century, what they say will be the wonderful fantasy machine called Knowledge Navigator, an innovation that they say will parallel the printing press. Please watch and see the implications for our work. (Viewed Videotape)

Individuals would use this tool to drive through libraries, museums, data bases and institutional archives. This tool, I am told, will not just take you to the portals of great resources as do our present day computers, but will invite the individual deep inside its secrets, investigating and explaining. They say it will be capable of converting vast quantities of information into personalized knowledge. What an expectation! Long ago Gertrude Stein said "Everybody gets so much information all day long that they lose their common sense." Oh, but if she were talking about us now. You noticed that you might even be set free from a keyboard entering commands by speaking to the Navigator.

I feel it is important for us to think about the implications of such a tool on elementary and secondary school learning. When one tool gives us full color, high definition television quality images, full pages of text, graphics, compute generated animation, along with high fidelity sound, speech synthesis and speech recognition, we should certainly want to be able to go respond to the learning needs of all our little guys. Our students will have the power to wander through centuries of knowledge as true explorers.

We can dream and we must plan for the day when intelligent software will become smart enough to learn that an individual prefers certain kinds of information, certain formats, etc. When I think about the potential of this kind of individualized service, I remember that my style of working with pupils as a high school librarian was not so favorably characterized as "spoon feeding" by my supervisor. I hope I live long enough to see spoon feeding legitimized. But in the here and now we have a lot of work to do as school librarians.

We are right square in the middle of an information explosion; we need to look at the total ecology of learning and the ways people can learn to learn, we must attend to emotional needs of children from diverse backgrounds and must help our schools be responsive to an ever more demanding public.

Dealing with the information explosion is more than just realizing that textbooks can't possibly continue to dominate what students learn, it is coming to terms with the fact that schools don't have a monopoly on access to the education and information market. We think about education as schools and colleges but these industrial-era systems are increasingly being bypassed by different systems which are providing information in more creative ways. For example none of us will argue that electronic communication systems

sometimes get a lot more attention from children than school work. I believe that this trend started with radio and really took off when television became a household staple.

I found the speech by Harland Cleveland at the recent ALA Conference to be very thoughtful. He identified four concurrent revolutions of what he called the rollercoaster 1980's. They are in the areas of:

- (1) explosive power;
- (2) genes revolution or genetic engineering;
- (3) global warming or greenhouse effect as we hear so much about in the Midwest this summer.
- (4) "Informatization of Society" which he sees is the joining of computers and telecommunications.

It is incumbent on the schools of the world to pay close attention to the telecommunications/computer phenomenon. Programs in several of our United States of America schools are already in touch with young people throughout the world. Programs are just emerging where schools and the homes are involved with experiments in the use of telecommunications and computers. In my own state a project to place computers in the homes of every 4th grader in five schools has just been announced. The collaborative effort of two telecommunications vendors (as in phone companies), two major computer companies, a philanthropic organization, the State Department of Education and a quasi state agency, this project will provide students with a vast array of opportunities to learn individually via telecommunications as well as learning from computers tied to the classroom. In three of the five sites, the school library/media specialist is the building leader.

This information explosion is more than just placing more books on our library shelves, it is helping our students decide which information is of most worth to them, it is helping them establish their own comfort levels with retrieving information and, most importantly, it is ensuring that their positive experiences set them up as lifelong users.

Learning about learning--how children learn, how adults learn--is a special challenge of our times. We cannot sit by in the media centers of the world and wait for the "word" we must participate in the search, we must join out colleagues in finding the ways for all of our young people. After all, we have for a long time offered the resources that allow alternative styles to be accommodated, and we, as education professionals, must work with others of the education community to provide a level of schooling that prepares our respective citizens with abilities to cope with our borderless world economies. How do we do all of this? I think we use our own (1) good skills, (2) we rely on existing research to improve our practices and (3) adopt those innovations that show promise developing young people.

Let's talk about those three answers a bit--your useful skills--being a library/media specialist has never been a routine profession. Remember I mentioned earlier that in the flap about titles maybe we should have gone for the term "generalist." In present day literature the generalist seems to be one who has first picked up a speciality area then becomes a mobilizer, never having forgotten the things learned before, staying interested in everything and possessing intellectual curiosity. Sound familiar? I doubt "generalist" was in the dictionary when we started but you know, there was the notion of "Renaissance Man," one whose culture was characterized by multiple points of view, yet focusing on the individual. The term came from a time when there were no turf battles between the disciplines of arts and sciences. Library Media Specialist, I hope you accept this little analogy as a sincere compliment. No where in our elementary and secondary schools do we have a position that can do so much as the library/media specialist! With this importance comes responsibility.

Responsibility to the institution and to the individual. In my own national organization's new guidelines, Information Power, I find one tiny fault in the chapter where roles and responsibilities of the library media specialist are outlined. There is little attention given to the work with individual students. A role I think we cannot loose sight of. I know there are just so many hours in the school day, but I believe you are in a unique position to get to know a student in a different way than other classroom teachers. You can establish relationships that go beyond acquiring skills--in finding the resources that motivate, you can establish trust which leads to respect of the institution of learning. And you can spot those youngsters who need referring to a level of help that the school cannot provide. The problems our children bring to school are serious and often threatening to orderly development of good citizens.

Library/media specialists keep your skills keen so that you are in leadership positions in the teaching/learning community. I have three points you might want to think of: Know your business. Remember Francis Bacon said in 1597 what could be an information age admonition, "Knowledge is Power." Keep your enthusiasm for the important work you do with young people and keep an open mind--to role changes--to new ideas. I believe that it is right to expect help from your professional organizations in your quest for attaining or maintaining the school leadership position. The mission of such organizations is not simply to provide a forum for talking with others who have similar jobs, but rather leading the way in setting a local, national or international agenda that is visionary and ensuring gainful professional development opportunities are available. This doesn't mean I believe the organization necessarily should be the provider, but that it should push for an environment in the workplace where such opportunities would be seen as critical and the

joint responsibility of the individual and the employer. New existing ways of providing professional development opportunities are now popping up. In my own state, 50 teacher technology fellowships of \$2,000 were awarded for creative individual growth opportunities that would benefit schools. And yes, of course, in our state school library/media specialists are teachers, and yes, some did receive the fellowships. The activities funded ranged from participation on the actual "Voyage of the Mini" excursion to work with database information retrieval.

Professional organizations should certainly have roles in keeping us enthusiastic about our work--but the real burden of proof rests with us--we cannot allow this "teacher burnout" to creep within our souls. The job is too important! The level of energy required relies on enthusiasm and open minds. An open mind operates with a can-do spirit, with creativity! Anatole France put it very well "to know is nothing at all; to imagine is everything." In addition to what you can bring as part of yourselves, you need the benefit of research. Too often our schools and education communities lack the capacity for research and development especially in the areas of technology and learning resources. In my own country, schools depend mainly upon work performed by others, work performed mainly by industry for other sectors of society and then applied to education. I know that this is not something our discreet profession can do alone. But we can do our part. Research in your own building doesn't have to be elaborate. You can document your successes as well as those experiments that don't work so well and then share what you have learned. It is imperative that you follow the research that is being conducted, using the findings when applicable and expanding your own databases. Don't take it on alone, this is an excellent discussion club activity especially for the profession that sometimes seems so isolated because there is only one, or maybe a few, media specialists in a school.

The use of research has a logical next step--adopting innovations. Time is too precious to reinvent the wheel; and furthermore, the potential for successful implementations is greater. It is easy to put off the task of adopting innovations. I read about Chatham Hall school library of the future back in April, and I have as yet to contact the library director for more information. It was billed as being in the forefront of a revolution that links technology to the life of learning in the National Association of Secondary School Principals' Newsletter. As described, it was especially appealing to me. The features are; (1) the library will be cordless; (2) personal computer stations will be scattered throughout; (3) books will remain the central core of the collection; (4) information retrieval via database searching will be integral to reference services and the 5th feature, extensive use of videocassettes and extensive use of laser disc for reference material. I think this Virginia school will be something for us to watch.

We will have to have a better system of diffusion in place if we are to really make strides in adopting the innovations. In a field like ours where the rate of technological change is without precedent, we can draw parallels from the 16th Century society's response to the printing press. B. Tuchman's book *March of Folly* does a good job in pointing out the dreadful mistakes. The mistakes of religious leaders of that time have special meaning for us today when we see on the horizon the integration of multiple technologies that can alter our very own information service.

- (1) They did not recognize the invention of the printing press;
- (2) They did not see the vast implications that the printing press would have on society;
- (3) They did not see the impact of the printing press on their own institution--the Church of Rome;
- (4) They did not anticipate the implications of the loss of power of their own institution, and
- (5) They did not develop a positive plan to maintain a leadership position.

I think it is clear that the way we operate as school librarians has been changing, and we have coped rather well. The difference now is that those technological innovations that are just outside our grasp will affect what we do, not just how we do a task. Yes, I believe the facility for adopting innovations and a systematic plan for optimizing our own capabilities by such adoption is the only hope as our profession matures.

It is indeed the most exciting time to be a school librarian. Great expectations are expected of us, the professional educators who can and will accept the role as school leader in adopting the most important changes in learning since the sixteenth century and, at the same time, maintain a peaceful setting for individual thought and reflection and continue what we have for three generations been best at--motivating young people to read. Research tells us that motivation is the single most driving force in learning and it is you, school librarians of this planet who have risen above test scores, and vocabulary drills to instill in young people the joy of reading.

As we are swept to the year 2000 when the world is changing so rapidly that young and old must learn together, hang fast to some traditions. James Russell Lowell's observation will still be true, "Reading is the key that enables us to listen with the keenest ears; to see with the finest eyes and to enjoy the music of all ages."

I am confident that school librarians will respond to the great expectations!

SCHOOL LIBRARIANSHIP: AN INTERNATIONAL PERSPECTIVE

John G. Wright

In a recent address by the Canadian Ambassador to the United Nations, Stephen Lewis is reported to have said that

There is something profoundly distorted about an education system which is oblivious to the international currents that engulf us. And there is something reprehensible about an education system which fails to sense that youngsters not only have a right to encounter these issues, but a right to explore them . . . a curriculum without global education is like a school without a library - fundamentally flawed.

(Edmonton Journal, February 13, 1987, p. B3)

If a global perspective is a mandate of education, it is also of equal significance to the school library. For the past number of years, I have been interested in the extent to which an international perspective is reflected in the collections of Canadian school libraries. For this paper, however, I am applying the global concept to issues affecting school librarianship as a profession from the viewpoint of a Canadian observer.

If indeed school librarianship is a profession in the true sense of the word, there should be common concerns that we share with colleagues in other provinces and in other countries. Such concerns should be evident in the literature dealing with librarianship in other countries, and an awareness of these issues should provide another dimension to our profession and should give us a world view of it. This paper will test this thesis by looking at a sampling of recent articles and reports from countries outside of North America.

There are mechanisms other than professional literature which will also help us gain such a perspective. As teachers, you will be aware of the World Confederation of Organizations of the Teaching Professions (WCOTP) which meets biennially; it met in Regina, Saskatchewan in 1986, and will meet this summer in Australia.

All of you, I am sure, will know that the International Association of School Librarianship (IASL) is an affiliate of WCOTP in which you as a teacher may be represented by your professional teachers' association members from British Columbia,

Alberta, Manitoba, and Nova Scotia, as well as the national association, the Canadian School Library Association.

The initial organization of IASL was planned at the WCOTP Conference held in Vancouver, Canada in 1968, and its first Conference was held in Jamaica in 1970. Since then, seventeen annual conferences have been held in thirteen different countries. The seventeenth annual conference, of course, is being held here in Kalamazoo.

In addition to its quarterly Newsletter containing brief reports of international activities, and its annual conference Proceedings, there is an annual Communique compiled from the reports of member associations attending the annual conferences. Information presented in these publications has been the primary source for this paper.

North America is the area with which Canadians are most familiar, and it may be as well to start with the two major countries of Canada and the United States of America. Of the two, the United States has dominated the world of school librarianship for many years, and has exported its publications and leadership to many countries of the world.

Both countries are federal states with school library associations organized at provincial or state levels, as well as at the national level. There has been significant leadership from all of these associations, and from the corresponding government departments or ministries of education in the provinces or states.

As a result, there are professional and/or governmental policy statements which indicate a high level of public expectation as to what constitutes a school library, and what it is supposed to accomplish. Most school librarians in these two countries hold dual qualifications as teachers and as librarians. School libraries are supported primarily by local school jurisdictions which, in addition to local taxation, receive funding from their respective state or provincial ministries of education.

Among the fifty American states and the ten Canadian provinces there are a great variety of approaches to school library development, and differing levels of accomplishment. Educational programs for school library personnel are available at many universities, either in graduate schools of librarianship, or in faculties of education. Many states certify their school librarians who are also licensed as members of the teaching profession.

In recent years, there has been an obvious trend towards decentralization of government programs, a trend which makes local schools increasingly responsible for the regulation and operation of their own school library programs. As economies tighten, and budgets are reduced, these programs are more dependent upon local authority and local priorities. This in turn has made professional associations more active in seeking political support from citizens, local media, and other public agencies. These efforts attempt to give the school library a higher public profile and a greater degree of priority in budget provisions.

Two examples of Canadian policy statements are Partners in Action issued by the Ontario Ministry of Education, and Focus on Learning issued by the Alberta Department of Education. The Alberta document was the culmination of concerted lobbying undertaken by the province's library community as a whole.

The advent of high technology, particularly in the application of micro-computers to small library operations, has filled the pages of school library literature in Australia, Scandinavia, the United Kingdom, and North America with acronyms.

With respect to the technical aspects of school library operations, our Australian colleagues may well be the envy of us all. The Australian Schools Cataloguing Information Service (ASCIS) is a response to and an adjunct of the Australian Bibliographic Network operated by their National Library. In combination with two state level networks, the South Australian Education Resources Information System (SAERIS) and the Tasmanian Schools Cataloguing Information Services (TASCIS), a data base of 200,000 cataloguing records designed specifically for school libraries has been developed. The data base is accessible either by means of COM microfiche or by "dial-up" for those schools using micro-computers. Catalogue cards can be ordered, or the information can be copied.

The Tasmanian program provides its schools not only with assistance in cataloguing the resources of the library, but also provides information about audiovisual media from the state media centre, accommodates booking and delivery arrangements, informs schools about available television and radio recordings, and supplements the management and control of resources in the schools. It should be apparent that these developments occur in states where the ministries of education still retain a high degree of centralized authority.

The relationship between public and school library programs has been a long history of collaboration and confrontation since their emergence in the mid-nineteenth and early twentieth centuries. They both serve a common and significant portion of the population, but their institutional and administrative structures remain separate. This means that qualifications, working conditions, and professional affiliations of their library personnel are also different.

In urban areas where both services are available, children undoubtedly are better served by two complementary systems, but in rural areas characterized by small, isolated communities, children tend to be poorly served, if served at all. In rural areas, the critical factor is the availability of a state-wide or regional system which co-ordinates resources and services among co-operating jurisdictions.

In the United Kingdom there is a pattern for county public libraries to serve the schools within their boundaries. A group of Canadians who visited England in 1981 observed that such county services tended to focus their efforts on selection, collection building, and

organization, and to spend much less time on curriculum oriented utilization and user education. This was particularly true when the librarian was not a member of the teaching community and was not responsible to the school administrator.

In South Australia, where the interior and rural area is sparsely populated, the concept of the community school with its common community library is considered to be a highly successful compromise. Dr. Larry Amey from the Dalhousie School of Library and Information Studies has recently completed an evaluation tool for such joint use facilities. The South Australia experiment so far indicates that "commitment and co-operation" can do a great deal to off-set "compromise, controversy, and conflict."

Among a number of African and Caribbean countries, influenced by the British pattern, the state public library agency has a mandate to provide service to schools. The concept of the community shared library has not so far been evident in these countries. The litany of problems facing library development in these countries is distressing to read, but the structures for a national library service reaching all communities are often in place were there resources to achieve them.

In Ghana, for example, where school libraries are not well developed, the largest group of users in the (Ghana Library) Board's service are students whose main aim is to use books assisting them directly with their school examinations. Many of these students, on passing their examinations cease to use public libraries, and confine their reading largely to magazines and newspapers obtained outside of the library.

In a fascinating critique of western tradition and colonial brainwashing, Adolphe Amadi advocates a radical change in the approach to librarianship in Africa. He observes that, according to the McLuhan concept, the medium has taken precedence over the message, making librarians "bookpushers" rather than information-providers; in his opinion the current approaches to fostering the reading of a second or foreign language create a veneer of literacy that ignores the core of African culture. He proposes a philosophy of "barefoot librarianship" based on local and oral communication centres.

The "foreignness" of libraries to the cultural communication habits of Africans is interestingly demonstrated in the circulation statistics of a public library in Dar es Salaam in Tanzania where only 45% of the African users borrow books as opposed to 75% of other groups. Of the borrowers 23% of the Africans read for pleasure as opposed to 48% of the Asian borrowers, and 79% of the European borrowers.

The cultural context of libraries in developing countries with an oral rather than a written tradition is a remarkable contrast to a country like Iceland. This is a small country with a population of less than 250,000 (about one-half of the population of the city of Edmonton), where the oral heritage of the Vikings was committed to writing in the early

middle ages. Although sharing with developing countries the common problems of a minority language, a limited resource economy, many centuries of colonial domination, and a stark climate, Icelanders are considered to be the greatest book readers in the western world. Those eight months of winter darkness created a communal reading society that imprinted the sagas in the minds of listeners who read them to the next generation. That the vicissitudes of their natural existence did not result in a reversion to barbarism is a miracle that Icelanders attribute to their reading. It also created a classless society that stoutly resisted the submergence of their culture to that of their Danish rulers.

The state Inspector of Public Libraries is responsible for school library services in Iceland, a daunting task of delivering services to small communities isolated from the rest of the country during many periods of the winter. It should also be noted that there is a small but very active indigenous publishing community in Iceland where the citizens buy more books per capita than are bought in most other countries.

Like other countries of the Nordic community which includes the Faroe Islands, Norway, Sweden, Finland, and Denmark, Iceland supports two library associations, its own library school, and government mandated and supported library services. The level of co-operation and sophistication of school and public library services in these countries is a remarkable western phenomenon.

To cross the boundary from Denmark to Germany is to discover another approach to school library services. The provinces of the Federal Republic of Germany control their own education and library programs. It was the state superintendent of education in Kiel who cited the reasons why school libraries were not needed in the province of Schleswig-Holstein:

- "1. Not every school in Schleswig-Holstein has a library.
2. There is no set system of organizing libraries. Schools often co-operate with public libraries. There is no legal compulsion for schools to have libraries.
3. We consider a reference library in each classroom to be of high educational importance.
4. Concentration of all sorts of media in one place: we doubt if we should want it.
5. Various authorities maintain libraries. Whether they should be pooled is a point of permanent (never-ending?) discussion.
6. Schleswig-Holstein schools do not have library staff. The management of school libraries depends exclusively on teachers.

7. There are no state regulations concerning school libraries."

(From an unpublished document distributed at the meeting.)

This statement does not, however, mean that their schools are not well staffed and equipped, or that their students do not have access to fine public libraries. The City of Frankfurt is perhaps typical of the approach taken in many German communities. When libraries were re-organized after the war, it was decided that the public library should be responsible for school library services. As a result, libraries are either organized in the schools with teacher supervision, or are built adjacent to the school with a connecting passage-way. In these latter schools, a special school reference collection is maintained under teacher supervision, but students have free access to the larger public library collection at any time they can secure permission to leave their classes.

Among the socialist countries of eastern Europe such as Poland, Hungary, Czechoslovakia, and Russia, the state ministries of education are the pace-setters and the providers of funding. Since funding is no more plentiful there than elsewhere in the world, the policy statements about school libraries, usually in the form of successive five-year plans, often promise a great deal more than they achieve. While school libraries are admitted to be the weak links in the library planning, they are nonetheless clearly placed within the context of their national systems.

In Czechoslovakia the use of literature played a significant role in socialist reforms in 1976 when such library materials were used to augment the heavy reliance on textbooks. These reforms created the need to "teach pupils how to work independently and creatively with literature, and how to look up necessary knowledge for each situation in their work and life."

Both Hungary and Poland have a network of teacher's libraries open to secondary school students on the principle that teachers need access to continuing professional education. In Hungary both school and public libraries have distinct complementary roles based on their responsibilities to:

1. provide a workshop (laboratory?) environment for gathering information;
2. support the stages of habituation for library use (lifelong learning?);
3. provide subject materials needed by teachers.

In all three countries teachers are responsible for the operation of the school library.

According to the Model Decree on the School Library approved by the USSR Ministry of Education in 1975, the

school library is not an independent institution, but an organic component of the school. Its activity is wholly subordinate to the teaching process and this, of course, appreciably stipulates the content of the literature it recommends and the organization of work with the book.

The children's library, on the other hand

combines assistance in the learning process with extra-scholastic work with children and juveniles at their place of residence and (assistance with) the organization of their leisure . . . Reading within the school framework is supplemented by the children's library with its broad coverage of literature and information and reference facilities of different kinds.

One of the ways in which the needs of the school library can be brought to the attention of the appropriate authorities is to undertake a survey of existing conditions. This has been done in a number of Canadian provinces as a strategy of the provincial school library associations. The impact of this strategy depends very much on the scale of the operation, the reputation of the person or team conducting the survey, and the degree of readiness of the receiving agency to respond to it.

A report from New Zealand states that to implement the recommendations of the Foley report would cost \$27 million dollars but that the government will mount courses "to enable teachers to develop some skills in librarianship, and guidelines for principals are being prepared to improve the quality of selection of all resources."

A working party of the Library and Information Services Council in the United Kingdom has recently reviewed school library services in the primary and secondary schools of England and Wales. The report reinforces three general conclusions about school libraries:

1. They have a vital role in life long education;
2. They are underused;
3. They are underfunded.

The 37 recommendations include "statutory requirements for services, and the need to clarify the purposes of school libraries." In this and in two earlier surveys, the role of the School Library Association has been significant. This association, which separated from the general Library Association in 1937, celebrated its 50th anniversary this fall in Manchester. Its publication, the School Librarian, has subscribers all over the English speaking world.

School libraries are relatively new developments in Latin America, where some of the initial impetus has been given through the activities of the Organization of American States. The experiment that has so far produced significant results in one country is that of the Banco del Libro in Venezuela. This is an organization funded largely by private corporations, but which enjoys a good working relationship with the governments. It has established model school library systems in several areas of the country to demonstrate how they can affect literacy programs and promote effective learning and teaching.

A recent project involved depositing small collections in very small isolated one room schools in the interior of the country where there are still high levels of illiteracy among the adult population. Following a study of the ways in which local people communicate and receive information, it was discovered that the introduction of the libraries proved threatening to the teachers who themselves did not know how to use them. After special inservice sessions, it was found that the libraries were a catalyst for significant change in the ways that the teachers organized their lessons, and in the response of the students to materials that they could use independently. It was also found that the books were read by the children to the rest of their families. Mothers in particular were interested in the materials that were relevant to their daily living.

School libraries in Japan are very much a post-war development associated with the American occupation. A School Library Law was passed in 1953 which defined the nature and function of the library and the training required for the school librarian. Unfortunately a clause was inserted that permitted local boards to delay the implementation of the law according to local circumstances. As a result, virtually every school in Japan has a school library, but not necessarily with any trained librarian other than a teacher in charge of it.

Japanese people have a long tradition of reverence for the book as an art form, and books are treasured for their artistic and cultural value. The Japanese are avid readers of newspapers and current publications, but not in any library sense. Their schooling is highly competitive and examination oriented and school libraries are not part of a resource-based approach to learning.

The aim of the school library is interpreted as primarily one of reading guidance, reading for the pleasure of reading, rather than for learning. There is very little use of the

card catalogue, but a great deal of attention to library activities built around reading lists, notable books, and library lessons. There is no national library curriculum, each school being responsible for developing its own program. There is, however, a very large and very active Japan School Library Association with an enviable publishing record and an active program of continuing education activities.

Since the post-cultural revolution in China has re-opened its doors to outsiders, visitors now have opportunities to visit its schools and libraries. Chin's ancient reverence for learning has evolved into a highly competitive examination oriented system. There is an enormous influx of students into the system, so much so that no effort is being made to introduce any required period of schooling. There are shortages of not only space, but of resources and particularly of trained personnel in all fields, including that of librarianship. Numbers of students from the People's Republic are now being allowed to study librarianship in other countries.

Most libraries in China, including school libraries, have closed stacks, and the disruption of normal publishing patterns by the "cultural revolution" has created serious problems in collection development, especially with regard to foreign language materials which are in high demand. There is enormous duplication of materials in the libraries, mostly of materials required for examination study. At present the government has developed a series of model schools which receive preferential treatment. There are libraries in these schools.

From this very cursory survey of school library development in a number of countries, a number of observations can be made:

1. Elementary school libraries fare less well than do secondary schools in terms of trained personnel, facilities, and budgets.
2. Small schools in rural communities fare less well than do urban schools unless they are part of a coordinated local or regional network which may involve public library services to the schools.
3. Cultural orientations, especially those with an oral rather than a written language, create enormous problems in making school libraries relevant to life and learning of students nor oriented towards reading. Many students face the pressures of learning to read and write in languages other than their own.
4. There is a long standing relationship between school libraries and children's services in public libraries which needs articulation if their services are to complement rather than to compete with one another.
5. Policy statements clearly defining the role and function of school libraries need to be acceptable to all the responsible partners in education: the government, the local

board, the school administration, the teachers, and the parents, as well as to the library profession.

6. Qualified library staffing in school libraries is essential both to effective program delivery as well as to long range planning; such staffing is lacking in varying degrees in all countries.

7. To secure its share of educational funding, school libraries need to be perceived as relevant to the goals of education, and as an integral part of the teaching and learning process in each school.

In a recent report of activities of the International World Bank in supporting school libraries, a series of critical issues affecting school library development in developing countries were listed. Every one of these concerns are evident in the survey for this paper. My conclusion is that there is no single problem or single solution that does not have significance for all of us. A constantly changing physical, social, and economic world environment means a continuing challenge, a worthwhile mission, and an enormous sense of accomplishment for every gain achieved.

None of us can afford the luxury of complacency, nor do we need to feel unduly daunted at the goals still to be accomplished. We do need, however, to think globally about the issues that affect all of us, issues that can be addressed by mutual discussion, by the sharing of ideas as well as resources, and by the realization that information in all forms is a world wide rather than merely a local or national issue.

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SCHOOL LIBRARIANSHIP - AN INTERNATIONAL PERSPECTIVE

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INFORMATION POWER

Jacqueline G. Morris

I am very happy to be here in Michigan, my home state, at Western Michigan University where, I have both taught and taken classes in school librarianship, in Kalamazoo my favorite city in Michigan. I am also very happy to be speaking to the International Association of School Librarians. Meeting and talking with all the wonderful and warm members has given me the stimulus to join IASL.

Today we are going to talk mainly about Information Power the new national guidelines. It also was part of my assignment to give you some history of past standards, how the 1988 document came to be, and why we must carry their message to all schools.

Children today live in an information driven world. A world of computers, of VCR's, of optical data, of MTV, of CD ROM's, of on-line searches, of FAX, of electronic learning in all its formats. Children also must learn to read and to understand print. As a recent ad in American Libraries said, "What good is high technology if 1 out of 4 workers can't read." Educators are increasingly aware that schools must attempt to provide instruction relative to the varying needs, learning styles, ability levels, and cultural backgrounds of today's students. These students come to school with diverse social, intellectual, psychological, and emotional experiences. In addition, they are exposed daily to highly stimulating and rapidly changing technology outside the school setting. If students are to function successfully in a complex society, they must acquire skills and knowledge to become independent, self-reliant learners. Our world requires each of us to be effective users of all kinds of information so as to communicate effectively with each other in whatever country we live. As technology grows and changes, our globe becomes smaller and smaller. To educate children for the 21st century is an enormous job for schools today. School library media specialists must help students become proficient users of information.

Information Power: Guidelines for School Library Media Programs was developed by the American Association of School Librarians and the Association for Educational Communications and Technology to give a philosophical base for professionals to meet the challenge of the information age.

The document is designed to assist the building level library media specialist in achieving the quality comprehensive program described. Information Power is very different from previous guidelines. Today we are going to look back at past standards and then we will examine the major differences in Information Power to understand the significant change in thinking that is needed to truly implement the program described.

The idea of a school library has a long history. The need to employ library materials to extend learning beyond the textbook and the classroom was recognized as early as 1578 in Shrewsbury England. There, an ordinance stated that schools should include "a library and a gallerie." Horace Mann recommended school libraries in 1839 - to overcome the informational limits of the textbook. Mary E. Hall and Lucille Fargo in the early 1900s wrote about the new dynamic library that included both print and non print and put the tools of achievement into the hands of pupils.

The National Education Association endorsed the concept of the secondary school library as the heart of the school and with the American Library Association published in 1920, Standard Library Organization and Equipment for Secondary Schools of Different Sizes. These are known as the Certain standards, named for Charles C. Certain the chairman of the committee, and they are a significant milestone in our professional history. Certain's Elementary Standards were adopted in 1925 by NEA's Department of Elementary Principals and the ALA.

There were very few elementary school libraries in those early days and most secondary school libraries doubled as study halls. The school librarian was study hall monitor, taught - English usually, and had little time to encourage recreational reading. Integration of library materials with the curriculum was also rare except when it was term paper time. Then it was often the teacher librarian's English class writing the paper.

The 1945 Standards, also published by ALA, began to differentiate between the role of the school librarian and a public librarian and stated that a wealth of materials for curriculum improvement should be supplied through the school library. These standards recommended that the librarian should work with all the pupils and teachers, should be able to give valuable assistance in curriculum development by participation on curriculum committees and should have a planned procedure for making services available to everyone.

Doesn't this sound familiar? Can you think of places where the library media specialist still complains "I am not on the curriculum committee."

Then along came Sputnik and NDEA funds. By now the American Association of School Librarians was a division of ALA and we had the 1960 Standards which has been the single most important document in the history of school library development. It clearly shows the school library as a force for educational excellence, emphasizes that adequate library resources are crucial, and that a school library program means instruction, service and activity throughout the school rather than merely within the library facility.

The 1960 Standards were the impetus for legislators to include dedicated funds for school libraries in the Elementary and Secondary Education Act of 1965. ESEA meant

money for personnel, for books, for audiovisual items, for renovation to include school libraries in elementary buildings, for enlarged facilities at high schools. We now offered a wide variety of materials both print and non-print, taught basic location skills to young children, and expanded research opportunities for older students. This was the time of great expansion and the period when many of us became school librarians. The name change came next.

In 1969, the American Association of School Librarians with NEA's Department of Audio-Visual Instruction prepared new standards and adopted new professional terminology. The media specialist now maintained a media center with television studios and production centers. The media program was envisioned in a vital instructional role.

In 1975 Media Programs District and School were called guidelines not standards. These guidelines focused on the user of media programs. They reflected the system approach to media services, described district as well as school building objectives, and the importance of the planning process to determine the needs of individuals. The role began to change from a support service to an integral part of the instructional program.

The program described in Information Power is very different from previous national standards. We have talked for forty years about curriculum involvement and our role in instruction. We have talked for eighty years about putting the tool of achievement into the hands of students. I believe Information Power gives the method for attaining value in the education community. Information Power supplies the vision and the plan for attaining full partnership on the school team. It is based on the premise that teachers, principals and library media specialists (note that around 1980 library was again added to our terminology) must form a partnership and plan together to design and implement the library media program that best matches the instructional needs of the school.

Information Power challenges each of us to assume new responsibilities, to look at our programs from a new perspective, and to become a full partner on the school's instructional team.

Let us first identify the major emphases in Information Power in order to gain an overview of the shifts in thinking needed to reshape library media programs. There are four major program differences with these guidelines.

1. The need to develop a total "Information Curriculum" (taught through the existing curricula of the school) that will ensure all students are effective users of ideas and information. The emphasis here is on USE of information rather than on its location.
2. The identification of 3 major roles for the library media specialist:
Informational Specialist
Teacher

Instructional Consultant

3. The acknowledgement that the individual library media program cannot contain all the resources needed by students and staff, so the program must provide access to resources beyond the school.
4. The emphasis on using a systematic planning process for developing the local program. This process includes articulating the mission, setting goals and objectives, assessing needs, implementing the program, and evaluating progress toward goals. The planning process is a continuous one that reshapes the program in light of changing needs. To change our thinking and/or our way of doing is difficult. What is it that is so important that we must take a new look at our reason for being?

Chapter I describes the mission and the challenges.

Information Power says:

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information.

The program must provide equal access to knowledge and this is accomplished by:

- * providing intellectual access to information through activities that develop critical thinking skills in all content areas
- * providing physical access to information through organized collection development - a collection that represents a wide and diverse range of ability, skills, interests, ages and in all formats.
- * access to information and materials outside the LMC and the building as in networks, on-line searches, consortiums that encourage shared resources.
- * providing learning experiences that will develop discriminating users of information through introduction to a full range of communication media.
- * providing leadership in technology and instructional design.
- * providing the facilities, the resources, and the activities necessary to develop lifelong learners and responsible citizens.

Chapter 2

The School Library Media Program

A school library media program that is fully integrated into the school's curriculum is central to the learning process.

- All schools must maintain basic services.
- Each school will have unique program components based on local curricula.

Think of the most exciting library media center you've ever seen. Does it not have students and teachers engaged in many different activities. It probably is not quiet. It is a sharing place.

It depends on partnership, the collaborative efforts of everyone responsible for student learning.

The Principal - who is the instructional leader and absolutely vital as a supporter.

The Teachers - because the classroom teacher who is the key for development of resource based teaching/learning units.

The Student - who must be a partner in the process.

The Library Media Specialist - who is the necessary human link between the information, the traditional resources, the new technology, all the things and the users.

Chapter 3

Roles and Responsibilities

Information Specialist - The Librarian role. This role has been a traditional responsibility - reflected in all the past standards.

In this role we select materials and equipment - provide assistance in location skills and in searching for information. It is our foundation and role we share with all librarians, public, academic, special. While this role is the base and vital, no longer can we be only an information specialist.

Information is our content area and compares to science, math or language arts. Knowing where information is located is no longer enough, library media specialists have a role as teacher. We must teach other teachers, students and even parents.

There is such an explosion of information being printed, aired and viewed that students must be able to critically analyze and chose between ideas. They must be taught the characteristics of each medium - the strengths, limitations, use and how to encode and decode in each. They must control technology rather than be controlled by it.

It is our job as teachers to define the information skills curriculum and to model effective teaching behavior. How we function in this teaching role determines the degree of credibility we have with our colleagues.

Instructional Consultant

This is the role we must play effectively if information skills are not to be taught in isolation. The instructional consultant works with teachers to develop curriculum and to articulate instructional strategies that translate content objectives into selection, retrieval, use and evaluation of information. We must understand

media

the application of media to the learning process

student needs for information sources

instructional strategies

The what, the how and the when of the curriculum development process.

Accepting responsibility for all of our roles is not easy. Many would be happy to function always as an information specialist, many really don't like to teach, many feel uncomfortable being an instructional consultant. If Library Media programs are ever to be valued by society we must be the bridge between information and the needs of human beings. We must function in all roles. We must also take a leading role.

Chapter 4

Leadership, Planning and Management are essential to the implementation of information power.

The partnership will not happen if the building level LMS does not assume leadership in its establishment.

It will take energy, enthusiasm and interpersonal skills.

This chapter is the basis for AECT's Implementation Workshops scheduled this summer and fall. Building leadership skills for successful planning is critical to success. And the workshops will train trainers to go back to states with a process for planning implementation at the local level.

Effective leadership articulates the vision.

A vision, a mission statement, goals and objectives which reflect the school districts goals must be cooperatively designed, articulated and supported by the schools community.

Management translates program goals into action.

This planning process is so vital, that AASL has published two other documents, a planning guide and a discussion guide to assist practitioners in this leadership role.

Chapter 5

Deals with personnel and was the chapter that caused the most controversy among the writers. Because what do we say about numbers of personnel? We know how many people it takes to accomplish our roles but where is the research that proves it to our school finance officers?

We do maintain that a well educated-highly motivated professional staff supported by technical and clerical staff is critical.

Levels and Patterns of staffing depend on a number of variables that meet local needs.

size of school

expectations - what are the student outcomes expected.

the level of the curriculum and integration into curriculum. Is personnel functioning in all the roles?

organization

special students - are there gifted and talented classes, are there handicapped students, is the group with English as a second language to be included.

the size of the facility

services provided by the district

regional programs available

However, the following principles are basic and are quoted from the guidelines

"All students, teachers, and administrators at all grade levels must have access to a library media program provided by one or more certified library media specialists.... More than one library media professional is required in many schools.... Both professional and support staff are necessary for library media programs at all grade levels."

Chapter 6

Deals with resources and equipment.

Collections, which include the information base within the school, information accessed electronically by satellite, information borrowed from cooperative agencies, the networks. A district selection policy is needed to back up the collection development plan. The collection plan is developed by school staff as part of the partnership. It supports the curriculum and contributes to the learning goals of all.

Chapter 7 - Facilities

The facility spaces depend on careful interpretation of program functions. Consideration is given to: access to information, how to house all the resources, the space required for teaching and learning including independent study, production and creating an inviting atmosphere, the areas for planning and consulting in the partnership with teachers and administrators.

Chapter 8 - District and State library media programs.

This chapter gives the rationale for district, regional and state leadership. A qualified staff dedicated to school library media programs and knowledgeable in all phases of library media service at these levels will give leadership and direction to our goals.

CONCLUSION

Information Power recognizes that each library media program will be different because each must be developed to anticipate and meet the needs of the local school. The actual definition of your own program depends upon all the variables we've discussed which you alone can identify and analyze.

Your national professional associations can help, we are responsible for providing the philosophical base upon which individual programs can be built, for focusing attention on the overarching program mission, and for providing support to the individual school library media specialist - the professional who is responsible for attaining that mission.

However, the vision of what school library media programs can and should be will only be achieved if YOU make it happen. Each of us is responsible for providing the leadership in our individual schools to accomplish the mission of Information Power, to implement the guidelines and to ensure that students and staff are effective users of ideas and information.

We are on the edge of the new century with the best chance ever to prove the value of school library media programs to the education of our boys and girls. Parents today realize learning to read and to understand technology are pivotal competencies for their children. Literature based curriculum is a buzz phrase in several subject areas. Good library resources are necessary to these concepts. This is our domain. This is OUR domain. We know the proficiencies required to be information literate. Education needs what we have to offer. It is clear that we must re-establish the library media center and the library media specialist as a vital and key component of a successful school. We must each take responsibility for improving the position of our program in the hierarchy of education value. The information curriculum must be addressed as an integral and integrated component of instruction.

No one in schools has a greater potential to make an impact on the learning of students than the library media specialist and the library media program. You and I as members of our professional organizations can make a difference in the lives of children. Let us work together to implement Information Power.

And now since we do not all learn best by hearing words or seeing print, I'd like to show a visual version of my talk. Information Power: The Video brings the ideas and concepts of the guidelines to life with interviews, action and wonderful pictures of children learning.

Thank you.

BUILDING A PROFESSIONAL IMAGE BY WORKING WITH BUSINESS AND INDUSTRY

Mary Poston-Wolcott

So who needs a professional image? The answer is we do. The most important fact I want to stress, is that if we don't promote or sell our profession, no one will. School librarians are classified in middle management. That is a high stress classification. Decisions regarding budget and staffing are made for us. We must then in turn take those decisions and meet the needs of our patrons. It's a no-win situation.

Over a decade ago, I decided to launch a public relations campaign in the community. What I have discovered, is that eventually, others will promote our profession. Basically, business and industry. However, this presentation is NOT about obtaining financial funding or grants from business and industry. Business and industry are deluged with monetary requests. Business and industry has three important elements to offer any library and they are: expertise, knowledge and resources.

In the United States, there is a program entitled Partnerships in Education (PIE). Although federally funded, individual state agencies try and bring schools and business-industry together. One of the criticisms, is that schools are only seeking additional funding sources.

The programs I'm going to discuss will demonstrate how to begin implementing business and industry into the curriculum. Which in turn, develops a positive professional image.

In order to be aware of community, national and international events, you must read the newspaper. Look for any event involving business and industry. Ten years ago, I visited a community agriculture exhibit. I was so impressed by the efforts of the local agribusiness people that I offered to help. What they wanted was to involve the schools and make their statistical information more appealing. We incorporated the exhibit into the curriculum for Indiana History, which is taught to all fourth graders. School field trips were arranged. Today, over 10,000 school children visit the 2 day event. Over the next several years. I developed an agriculture workbook.

Three years ago, this program was recognized by the U.S. Department of Agriculture as one of the top ten in the nation for educational involvement. Purdue University endorsed and published the workbook and disseminated it throughout the country. The success of this activity also developed support for my library. I was the first non-agriculture professional to become involved. As a direct result, my library receives a

\$100.00 yearly donation from a local farm organization. Other educators have since become involved, freeing me to work on additional projects. However, I still serve as a reference specialist. This is an example of moving from direct to indirect involvement.

Perhaps the most successful project has been the Indiana Ronald McDonald House. Seven years ago, an announcement was made regarding plans to build one in Indiana. When I heard it had a library, I offered to organize the books. The only problem was, I had to get them first! Using the Harris Directory of Indiana Businesses, I contacted Indiana publishers explaining the project and what school librarians wanted to do. The response was overwhelming! Many expressed appreciation for being asked and contributed books or funding. Eventually the Association for Indiana Media Educators (state professional association) established the Indiana Ronald McDonald House Standing Committee. The yearly membership form includes a contribution option. Since the support by the state association, I have become indirectly involved. In five years, Indiana school children working with the state association have provided:

10,000 books
15 magazines per year
4 VCR's
cases of VCR blank tapes
2 color TV sets
2 stereos

Schools have various projects to raise the money. Our school uses the Ronald McDonald House project to teach economics and basic business concepts. This past year, our students raised almost \$2,000.00. No product or service purchased was over a quarter. All money was sent to the House. By doing this, we're teaching students to care about others and to become involved. This one project has done more to promote the professional image than any I have been involved in. This concept can be implemented in other areas. An Alabama librarian is using this concept for apartments her church keeps near a medical hospital. Ronald McDonald Houses are located throughout the world.

Build your local history collection by contacting your state chamber of commerce. Request a list of companies and addresses with corporate offices in your state. Send letters (always use letterhead with the international library logo) requesting company histories. Not all are well written but the pictures are excellent! In the U.S., Harris state directories are good. This can also be used for a library instruction unit combining directories and letter writing. One word of caution, always give students a sample letter and proof closely

before sending. Also use your state chamber of commerce to request a list of companies involved in international trade. If you are going to use this as a library instruction unit, start with only one class. Add additional classes when you feel comfortable.

The Standard Directory of Advertisers is an excellent reference tool. I teach a unit of fast foods and nutrition. I wrote for advertisements in different languages. The companies' (addresses from Standard) responses were wonderful. However, be sure to request they identify the languages. When writing to a company, address Your correspondence to an upper level executive and don't be afraid to go for the president. Remember, he didn't get to be president by not caring!

I met a local funeral director at a community function. I told him I was interested in helping students cope with death. He asked me to visit his funeral home and look at materials he would be willing to loan. I was amazed at the excellent materials. He said they were available throughout the state. I suggested we figure out how to share their resources. What we developed was a directory entitled Coping with Grief, Death and Sorrow. Although simple compared to most resource directories, it had never been attempted before in the funeral industry. The Indiana Funeral Education Foundation funded enough directories for each Indiana public and school library. It has received national recognition within the industry. Calls have been received from Puerto Rico and various states requesting help in doing similar projects.

There was so much negative reaction from librarians to the concept that I was about to give up when I mentioned the project to the house manager of the Indiana Ronald McDonald House. Her reaction was so positive that she requested 100 copies, one for each house as an example of community help. Six months later, the director of the Indiana Funeral Director Association called expressing their willingness to work together on additional projects.

Here's some ideas on how to get started:

1. Check with your chamber of commerce, most have an education committee and offer to serve. Word of warning, they move slowly but the contacts are excellent.
2. Have business cards printed and carry these with you. When you meet individuals that are interesting, give them our card.
3. Start a human resource file. A rolodex is ideal. List a person under a name and subject area.
4. Check for local and upcoming events to see how you can help. Degree of participation depends entirely upon your schedule. Last year, Indiana sponsored the 10th Pan American Games. In February of '87, schools received a pamphlet explaining the

games and listing the participating countries. By April, I had a book written entitled Pan-A-Mania which consisted of over 80 educational activities emphasizing geography and library skills. The Pan Am Educational committee recommended it to other schools. Why did I write the book? Very simple, if I wrote it, I could be sure the emphasis was on library information skills.

5. Start small, one well organized idea and project is much better than ten unfinished ones. Each program should become part of the foundation for the next. My first program was 25 minutes long, my last program was 13 1/2 hours and involved 125 international companies. However, since the last program, I have faced a 50% budget and staff cut. Now I specialize in programs that can be implemented anywhere regardless of budget and staff.

So how does all this build a professional image?

1. Business and industry will call requesting additional information on how they can help. Be sure to include librarian in your professional title.
2. In August of 1988, a local optometrist called and wanted to promote literacy by doing something for families. He said if I could think of something, he would fund it. We put together an evening of Christmas stories and customs at a new community theatre. The publicity was great for the theatre and for school libraries.
3. Former students call and say "I knew if anybody could help me, it would be you!"

As you continue to work with business and industry, there might come a time when you should be paid as a consultant. Since we are service oriented we have a tendency to give our expertise and knowledge away.

After working with business and industry for over a decade, I have discovered numerous fundamental rules:

1. Never volunteer for something you are not committed to.
2. Don't Settle for mediocrity. If doing a project, do it to the best of your ability. You never know where it might lead.
3. Remember to promote our profession outside education.
4. Promote yourself by being confident in all areas of communication.
5. Give credit to those who deserve it.

MONTCALM CELEBRATES COOPERATIVE PROGRAM PLANNING: THE BEGINNING

K. Smith

Resource-based learning refers to planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print and human resources...(Partners in Action, p.6)

Resource-based programs cannot be successful unless students master the learning and research skills necessary to use materials effectively. A cooperatively developed, sequential program for teaching these skills can ensure that students learn the skills in the context of meaningful curriculum-related activities. This suggests the need for a teacher-librarian, who not only is a learning-materials specialist, but is also able to work with teachers as a partner in the total curriculum process. (Ibid, p.9)

The principal, teacher and teacher-librarian share a common bond in that they are all teachers who have a commitment to provide successful learning experiences for students. Each of these partners brings particular skills, knowledge and responsibilities to the educational enterprise. (Ibid, p.9)

Background

With the introduction of the resource guide Partners in Action into Ontario schools in 1982, a major revolution began in the school libraries of the province. Today, six years later, we have schools which have committed themselves fully to the implementation of the philosophy of resource based learning through the technique of co-operative program planning. At the same time other schools have barely begun.

When the Ministry of Education introduced the document, the suggested implementation period was set at five years with a status review at the end of the third year. This was unrealistic. Partners in Action is a Resource Guide which means that each board may elect to implement the document but there is no legal requirement to do so. Subsequently the Ministry has incorporated the Guide's principles in other, more binding documents but always with a "may" clause.

There was also very little leadership provided by the province to assist with the implementation process with the result that the onus fell on the individual boards and schools. In the final analysis the commitment to resource based learning and co-operative program planning was in the hands of individual teacher-librarians and the techniques which they developed were a product of personal philosophy, personality and local

conditions. The program which evolved at Montcalm Secondary School has worked well in that school with the particular personalities involved. The same concepts can work equally well in other schools in other places and in other times, provided the ideas are molded to meld with the specific local situation.

The Montcalm Story

Montcalm Secondary School is an urban school built in 1968 in a lower middle class area of a city of 250,000. There are approximately 1150 students and a staff which varies between 70 and 75 teachers including a principal and two vice principals. The library which consists of approximately 9000 square feet of public, office and work space is staffed with one full-time teacher-librarian and a secretary who works in the resource centre approximately 75% of the time.

Co-operative program planning and I arrived at Montcalm in the same year - both unknown quantities and neither particularly welcome. The principal of the day for whatever reasons viewed the library as a frill and a source of problems for him. When Partners in Action arrived with its vision of principal responsibility for library programs, he was not amused to say the least and he actually took his copy of the document and threw it across the room to the waste basket during a staff meeting. Partners with all of its exciting ideas was effectively shelved and my single goal that year was to demonstrate my professional competence and win the personal support of the principal. I achieved my goal before he retired that June but I was unsuccessful in reintroducing Partners and his attitude had a tremendous and long-term negative impact on my teaching colleagues.

The new principal was a younger man with a flamboyant style and a burning ambition to be known for his innovative leadership. He began our first conversation about Partners with the words

"I can close the library, you know, under the Act." This comment set the tone for our relationship. Resource based learning stayed on the shelf and my time was devoted to trying to protect the library from "raids" on its resources to facilitate his high profile innovations. It soon became clear that the only viable strategy available to me was to assume a proactive rather than a reactive role. It was essential that I establish a high profile library program in order to gain his support. At the same time, the program had to help establish my personal credibility with students and staff who basically saw me as a book dispenser and occasional supervisor of tests. To quote a favourite phrase of women's magazines, I had to establish "a new image" for myself.

In retrospect I'm not certain how I arrived at the decision to introduce curriculum based independent programing to the library. Whatever the process was, the product was right

and I strongly recommend it to other teacher-librarians. Independent programming helps to define the educational role of a school library in the minds of students. Regardless of the teaching styles used by their classroom teachers, they will encounter an active instructional situation in the library through independent programming. The fact that the program is curriculum-based allows you to introduce resource based learning and co-operative program planning to individual teachers, potential partners, in an unobtrusive, non-threatening way and to build the support and trust that you need for successful implementation of the Partners concepts.

Independent programming will allow you to develop partnerships with a number of different people but, of all of the partners you will work with, the most important is undoubtedly the principal. At Montcalm the arrival of a new principal (our third in three years) coincided with the library's development of its first major independent program - Canadian Authors Week - a series of ten half day workshops featuring a variety of Canadian authors with local, provincial and national reputations. For one week, a dramatist, an essayist, several novelists and a number of poets worked with students from a variety of grades and curricular areas. The principal publicly supported our efforts and on occasions quietly arranged for a particular student to attend a specific session. He arranged for some staff to be excused from their regular responsibilities to meet our guests at the train station or the airport. He gave his consent to the use of an alternative attendance system and he helped with the publicity. Most important of all he was very visible at several of the sessions and he made frequent reference to our activities in casual conversation with staff over lunch or at coffee break. Our Canadian Authors Week worked: students began to think of the library as an instructional area; several teachers, particularly from the English department, began to trust me with their classes; and most important, the principal became our strongest advocate of resource based learning.

Within a couple of months of our Author's Week, planning had started on our next project - a three week Celebration of the Arts. One of the earliest and nicest surprises was an offer from an English teacher to help with the planning. By the time the festival was over it had included twenty-nine sessions with twenty-four artists and artisans and more than thirteen hundred students. We were successful in linking our program to specific units in English, Dramatic Arts, Family Studies, Technical Studies, Visual Arts, Business, History, Music, Computer Science, Physical Education and Mathematics. We dared to think big and surprised even ourselves with our success.

Montcalm Today

We are still trying to implement Partners in Action and it is my belief that it will continue to be a challenge for the foreseeable future. Every year we gain and lose a number of teachers and several hundred students. Each year new curricula comes on stream presenting a new challenge.

One year ago we stopped all independent programming. This decision, made in consultation with my principal, was a painful but necessary one. We had sold the concept of resource based learning so successfully that I could no longer meet all the requests from teachers to co-operatively plan units with them. By this spring I was so far behind that there was a real danger that we would irreparably damage the program we had worked so hard to establish.

In June of this year my principal appointed a second full-time teacher-librarian to our staff. This represents a phenomenal commitment on his part as our staffing is based upon student enrollment and the minimum for a second teacher-librarian is 1501 students. Clearly he must have done a tremendous selling job in order to obtain the funding for a second position.

What does he expect of us next year? He wants us to "catch-up" on the co-operative units I did not manage to implement last year; there are still some departments who are not including at least some resource based learning units in their various curricula and he would like us to try to persuade them again; he wants us to take the leadership role in preparing our staff to deal with students coming from whole language programs; he would like us to help teachers learn to integrate computers as a regular component in their curricula and he would like us to resume our independent programming. It is unlikely that spare time will be a problem. If however you want to see for yourself and if you happen to be in London next spring, you might want to visit our Sexuality Fair -- our next independent program and, I hope, the key to introducing Physical Education Teachers to resource based learning.

Montcalm's Resource Centre has changed dramatically in the last six years. We have used a number of traditional and non-traditional techniques to achieve our goals but the most powerful in the implementation of cooperative program planning was curricular based independent programming. It is a technique which will challenge you, test you, thrill you and, at times, terrify you but the dividends are enormous. I commend the technique to you for your consideration and I hope that you will try it.

Partners in action: the library resource centre in the school curriculum. (1982). Toronto, Ont: Ontario Ministry of Education.

The Independent Curricular Based Program Process

General Guidelines

1. Use a specific curriculum base
2. Cross discipline and/or cross grade programming is desirable
3. "Large" programs i.e. longer than a single teaching period - if possible one or more days
4. Create a positive image for the library within the school
5. Create a positive image for the school within the community
6. Fresh ideas i.e. not a repeat of last year's format or presenters
7. Follow-up

(Sample of one visitors view of a cross discipline session is attached)

Goals

1. What do you expect to accomplish with the program?
2. Goals should be publicized
3. It may be necessary to keep some goals confidential e.g. targeting a specific teacher or department
4. Be realistic

Sources of Ideas

1. People: both inside the school and from the community
2. Public library: many have a long history of programming - many maintain community resource files
3. Curriculum documents
4. City council
5. Mass media
6. Almost anyone or anything has the potential to provide an idea. The challenge is to establish the educational links to specific units of curriculum.

(Sample source documents are attached)

Planning: The budget

1. Develop two budgets - the ideal and the minimum
2. Identify components where alternatives can be substituted for cash e.g. and author program requires multiple copies of his books - how many can you obtain by interlibrary loan?
3. Identify items which are normal, legitimate budget expenses e.g. office supplies
4. Identify sources of alternative funds
 - government grants

- parent, teacher and student groups
 - community groups
 - businesses/corporations
5. Discuss the budgets with the principal
 6. Establish with your principal who will be approached for funding and who will make the approach
 7. Proceed with fund raising including identifying the recognition expected by donors
 8. Modify the budget if necessary and when necessary.
(Sample of an interim stage budget is attached)

Planning: Program design

1. Establish the tentative theme
2. Discuss possible themes informally with teachers
3. Establish the broad design
 - date(s)
 - location
 - number of sessions
 - target audience
4. Establish guidelines for specific sessions. Personally I like to pay a small honoraria, use 60 or 135 minute sessions, involve at least 2 different courses, use a format which will encourage a proactive roll for students and include career information
5. Present your concept plan to your principal and other group(s) identified by him e.g. department heads meeting
6. Contact your potential speakers by telephone. This allows you to sell your program and/or address concerns of potential speakers. (If your budget is very tight, you might be tempted to forego the use of the telephone. I have found it money well spent and our success has been determined in part by this frank exchange of expectations at the beginning)
7. Discuss program implications with appropriate teachers and departments
8. Confirm your telephone call immediately by letter clearly stating each item agreed to and outlining areas to be resolved
9. If you plan to video or audio tape a session or to photograph it, request copyright releases from the speaker - we supply the form
10. Prepare and implement supporting programs/activities e.g. displays, contests
11. Prepare the program for printing
12. Submit the program to appropriate persons for final approval

13. Print the program and distribute it to staff and students
14. Identify staff hosts for each speaker
15. Identify students to introduce and thank the presenters
(Sample of a copyright release form is attached)
(Sample of a working program is attached)
(Sample of a final program is attached)

Planning: Registration

1. Determine which teachers will be bringing entire classes
2. Determine which individual students plan to attend
3. Determine if feeder schools will be sending blocks of students
4. Adjust the program/location to suit needs
5. Develop and post list of students to attend each session

Planning: Administration

These will vary significantly from one school to another and are largely a product of administrative style and Board policies. This list reflects the situation at Montcalm.

1. Develop and utilize an attendance monitoring process
2. Request cheques for honoraria and gifts
3. Arrange for furniture moving by custodians
4. Arrange for video/audio taping if appropriate
5. Ensure all supplies are available for presenter
6. Obtain guest books
7. Prepare press releases and follow-up
8. Prepare thank you notes for all contributors
(Sample attendance procedure is attached)

Operating the Program

If you have planned thoroughly, it will run smoothly, even when something goes wrong. I have had speakers cancel at the last moment, microphones fail and students from feeder schools arrive halfway through the programme. If you have thought about these possibilities and others then you will cope without difficulty.

Follow-up

1. This is the most important and most unique aspect of the program. The way you deal with individual teachers will be a product of your personal style, the style of the teacher, the programme and its success, the curriculum, the resources, the time frame and a combination of their unique circumstances. While each follow-up with a specific teacher is unique, there are a few general guidelines I use.

- A. Be prompt - begin within hours of the programs completion (This means you have done your thinking ahead of time)
- B. Avoid the one-shot approach
- C. Try to be casual (I often arrange to accidentally be at the same table for lunch or coffee)
- D. Try to give the other person an active role e.g. ask them to discuss a specific program with a particular group of students to obtain feedback - don't forget to offer to return the favour
- E. Try very hard to comply with the next request from the teacher even if it is remote from your goal
- F. In general begin to build a relationship - without it, the teacher will not be prepared to entrust his students or his curriculum to

you

- 2. Conduct a formal evaluation with students and teachers
- 3. Hold a postmortem with any helpers. . including secretaries and custodians
- 4. Keep written records of everything - particularly the good things and the problems
- 5. Hold a formal debriefing session with the principal
- 6. Preserve appropriate material for the archives
- 7. Take an evening off from school work

Afterthoughts

This is a technique which worked for us. It requires a tremendous amount of work and the risks are high but if you feel comfortable with the concepts it can be a thrilling professional experience. My personal style makes a megaprogram a comfortable experience for me. If you are more comfortable with a smaller program, go for it. The secret of the success lies in the curricular links not the size of the program. Good luck and enjoy your program - it is fun!

POTPOURRI OF IDEAS

Joan Byrne and Jane Steward

The Portage School District operates seven elementary buildings for grades K-5, three middle schools for grades 6-8, and two high schools for grades 9-12. It has a current operating budget of approximately \$26.9 million with an expenditure of \$3,500 per student. There are 7,838 students currently enrolled in grades K-12. The high school media centers are staffed with two teacher certified media specialists and a full-time clerk. Middle school media centers are staffed with one teacher certified media specialist and a full-time clerk. Elementary media centers are staffed with one teacher certified media specialist, a clerical assistant one hour per day and numerous volunteers. We hope the ideas we share with you today will enhance your creativity within your various work areas.

Communications/Public Relations

Send frequent newsletters to teachers and parents using a word processor or desktop publishing software program. Newsletters to teachers might include book reviews, information on educational TV, inservice announcements, recognition of teachers, news in the computer or book world, future media center events or special quotes. Those going home might include happenings at local libraries and museums, thank-yous for gift books, recognition of volunteers, holiday gift suggestions, media center activities, announcements of book fairs and information on visiting authors, illustrators or storytellers.

About January, perk up your teachers by inviting them to *Media and Breakfast*. Bring out all the new materials and bring out the food! You could have a continental cuisine or go all out with quiches. include a handout on your selection process and note pads for jotting down titles. Test their knowledge of the media center by setting up a scavenger hunt.

At the end of the school year, send home a reading list on bookmarks, a summer reading calendar or perhaps a list of travel tapes for the car.

Even though public libraries have parent-help books, parents appreciate the availability of these books in the media center. Subjects such as shyness, explaining death, pet loss, divorce, adoption, hyperactivity or latch key children are some of the many areas of help both to parents and teachers.

Volunteers

Volunteers are a tremendous asset to the elementary library program. Often times a parent will chair the group and coordinate times and working days. Informational meetings

are held at the beginning of the year. It is beneficial to have a procedures manual available for training and referral. Appreciation parties are held throughout the year.

Use a database to hold information on your volunteers. When it comes time to send thank-yous or invitations, run off address labels and save yourself some time.

Program Ideas

During Book Week or Library Week you might invite parents to come in and read aloud to groups of children. They may read a favorite from home or select from books you suggest. To make the activity really special why not go on a *picnic without the ants*? Spread out the red and white checkered plastic tablecloths and have the children eat a sack lunch while listening.

Having the children learn or bring in *jump rope jingles* is an easy way to explain a folktales origin. Booklets of rhymes can be printed up, and the children might receive certificates or buttons for learning a set number of rhymes. This activity also fits into the physical education curriculum if children are taught jumping skills.

Invite the older students to bring a book and a brown bag lunch and join the *Book 'n Bag Club*. Once a week during lunch time, children have the opportunity to do some pleasure reading while eating. A special logo is designed and used on buttons (made with a buttonmaker) and on bookmarks. A welcome poster is put out to greet them each week. The librarian/media specialist gets to read too!

Choosing a *main theme* for classrooms and the media center to use all year tends to contribute to school unity. Decide on your theme in the spring for the following year so that materials and books may be bought well ahead of time. Theme ideas could be dragons, bears, pigs, poetry, or the circus.

Having a *kindergarten ceremony* prior to checking out their first book leaves a lasting impression. Taking care of books is emphasized through a video as well as a pledge recited by the class. Children are then given a plastic book bag containing a certificate, a coloring book, a letter to their parents explaining the ceremony and some little "goodie" to eat.

In addition to providing books for the child's home library, *book fairs* are great money makers. The money could be used to enhance the library program by bringing in authors, illustrators or storytellers.

At the middle school level, eighth grade *storytellers* learn the art of telling and then share with classes at the elementary level.

Mother Goose is very popular with the younger children. Prepare a booklet of Mother Goose rhymes for each child. Send them home along with a note to the parents. In the media center make up charts with each child's name on it. Each time a child recites a mother

goose rhyme place a star by the rhyme. After a child has recited ten rhymes, they earn a button stating, "I Can Tell You Ten Nursery Rhymes." This is great for oral language development.

Miscellaneous

If you are interested in storytelling, you may enjoy belonging to the National Association for the Preservation and Perpetuation of Storytelling (NAPPS). During the first full weekend in October, the 16th Annual National Storytelling Festival will be held. It is international in flavor with storytellers from around the world. The address is:

NAPPS

P.O. Box 309

Jonesborough, Tennessee 37659

U.S.A.

If you are interested in receiving handouts of any of the above mentioned materials, we will be happy to send them upon request. Some sample handouts follow.

PROFESSIONAL READING

- American Association of School Librarians and Association for Educational Communications and Technology. Information Power. Chicago: American Library Association and Washington, D.C.: Association for Educational Communications and Technology, 1988.
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- Baker, Augusta and Ellin Grene. Storytelling: Art and Technique. New York: R. R. Bowker, 1977.
- Bauer, Caroline Feller. Celebrations: Read-aloud Holiday and Theme Book Programs. New York: H. W. Wilson, 1985.
- _____. Handbook for Storytellers. Chicago: American Library Association, 1977.
- _____. This Way to Books. New York: H. W. Wilson, 1983.
- Bodart, Joni. Booktalk! 2. New York: H. W. Wilson, 1985.
- Freeman, Judy. Books Kids Will Sit Still For. Hagerstown, MD: Alleyside Press, 1984.
- Kimmel, Margaret Mary and Elizabeth Segel. For Reading Out Loud! New York: Delacorte Press, 1983.
- Paulin, Mary Ann. Creative Uses of Children's Literature. Hamden, CT: Library Professional Publications, 1982.
- Pellowski, Anne. The Story Vine. New York: Macmillan, 1984.
- Trelease, Jim. The Read-Aloud Handbook. New York: Penguin Books, 1985.
- Weisburg, Hilda K. and Ruth Toor. Elementary School Librarian's Almanac. New York: Center for Applied Research in Education, 1979.

TEACHING THINKING SKILLS: THE ROLE OF THE MEDIA SPECIALIST

M. Ellen Jay

When the school library media program is fully integrated throughout the school curriculum, its contribution to the teaching of thinking skills can be substantial. Teaming classroom and school library media teachers for planning activities and units that involve practice and development of thinking skills is an effective approach. Activities can very well be initiated by the school library media teacher. In buildings where the teaming concept is functioning well, it is possible for the school library media teacher to model thinking skills instruction and have the model adopted and expanded by classroom teachers. The "Thinking Skill of the Month" program is an example of this function.

In many schools the classroom teachers are being asked to incorporate thinking skills into their curriculum without the aid of a curriculum guide spelling out scope and sequence, such as those for content areas. A program such as this would help fill the gap and be welcomed by many classroom teachers.

By selecting a single "Thinking Skill of the Month" for all-school focus, preparation time is minimized because thought patterns are concentrated on one area. A basic core lesson can be developed and adapted for grade level ability differences. Because the skill is being taught in the school library media center program, emphasis is focused on the thinking skill itself rather than on content. The classroom teachers then look for ways to incorporate the skill into content area lessons. With the concerted approach, the students' exposure to applications of thinking skills is increased significantly.

Another advantage of the all-school emphasis is that it makes it possible for teachers' informal conversations to lead to ways of applying the thinking skill in their ongoing lessons. On occasion the skill of the month has been extended to include a second month when teacher interest has warranted it.

Scheduling is an important consideration. Each class is scheduled in the school library media center for initial instruction in the selected skill. It is desirable for this to happen early in the month to allow for maximum classroom application of the skill. Administrative support which requires the classroom teacher to be present during the skill lesson presentation in the library media center is essential. Without this, follow-up and classroom application will rarely occur.

When selecting the thinking skill to be emphasized for the month, look for one that has potential applications to the grade levels and content areas included in the school and

throughout its curriculum. While there is no hierarchy or linear progression of thinking skills there is a dependency relationship among some of them. Therefore consideration needs to be given to the sequence in which the skills are introduced, and to the ability level and sophistication the students currently have in each particular skill. Many thinking skills, if appropriately structured and presented, can be introduced to primary students. These same skills are repeated in upper grades with the exception of more sophisticated applications. Thinking skills are not introduced and mastered the way basic math facts or phonics skills are. Rather, exposure and use of them need to be incorporated into the curriculum cyclically. As the maturity level and experiences of the students expand, their application of thinking skills should be challenged and practiced at a continuously higher level. Examples of skills and methods of presenting them to students follow:

CATEGORIZING

Initial discussion:

Have students suggest different ways in which things can be grouped. Answers to be expected include color, size, shape, season, etc. Ask students to envision a supermarket or department store. Have them think about ways categorizing is used in stores and why. Explain categorizing can help them study for a test, learn a set of facts, and solve problems.

With such an introduction have students respond to Venn diagrams which require that they have to identify the attribute in each circle and think of an object that shares two of them. Such an item fits into the overlapping portion of the diagram because it is characterized by both attributes.

Activities:

With youngest students use examples such as "red objects" in one circle and "rectangles" in the other. "Red rectangles" fit into the overlap. Another easy example is "food" in one circle and "round objects" in the other. Students give examples of "round foods" such as doughnuts, cookies, or onion rings.

With older students examples can involve background knowledge and content area. For example, in a science content area, one circle could contain land animals (pig, mouse, rabbit) and the other water animals (fish and tadpole). Students would suggest various amphibians for the overlap area.

Students who have had experiences with two circles can be presented problems requiring the use of three circles. In these elements common to all three circles will appear in the center where all three circles overlap. Elements shared by only two circles will be entered in the appropriate overlaps. For example using the stories "Wizard of Oz," "Snow

White and the Seven Dwarfs," and "Hansel and Gretel," a witch appears in all three. Little people are common elements in "Snow White" and "Wizard of Oz," and a path is an important feature in "Wizard of Oz" and "Hansel and Gretel," while trickery with food appears in both "Hansel and Gretel" and "Snow White."

ANALOGIES

Initial Discussion:

When the question, "Who knows what an analogy is?" is posed to primary students, the answer often is "It's when your nose is all stuffed up and your eyes are runny." The concept of analogy is best gotten across through examples that show obvious relationships such as opposites. Once students understand that an analogy is two word pairs in which members of the pair share the same relationship, then the discussion focuses on specific relationships to be used in the lesson.

Activities:

Discuss with the whole group the concept and structure of analogies. Make certain that students understand the relationships represented by the analogies to be used in the lesson. For example: opposites, example to its category, part to whole, item and its use, and a matter of degree.

Content area is influenced by the selection of the relationships included and the specific terms used. If "opposites" are used science content might be stressed. If "item and its use" are used social studies content could be incorporated. Primary emphasis is on vocabulary development which ties in to language arts curriculum. Choices of pairs of words determine suitability. For example, when using "opposites" one would use pairs such as "in is to out:" for first grade and "impromptu is to prepared" for sixth graders. Vocabulary selected for specific analogies must be matched to the grade level or vocabulary development of the participating students.

For analogies based on a matter of degree, "hill is to mountain" or "whisper is to shout" is suitable for primary students while "sing is to burn" or "tap is to strike" would be useful with older students. For part to whole, examples might be "nose is to face" and "stomata is to leaf."

Once the teacher is sure the students understand the relationships that they are looking for, students are divided into small groups and are given a packet of word pairs to work with. Within the groups decisions are made as to which pair of words illustrates which relationship. Reassemble the total group and ask each group to provide an example of each

relationship. As answers are given, the students are evaluating the accuracy of the responses.

While a complete analogy uses two pairs of words demonstrating the same relationship, students can be introduced to the concept and can develop skills in recognizing relationships by using single pairs of words. As an extension activity, each student is given a slip of paper with a pair of words written on it. Within the total set of slips of paper there is only one matching pair (two slips which together form a complete analogy). Choose one student to begin by reading the words on a given slip. The student whose slip completes the analogy responds by reading it. This process continues until all the analogies have been shared. Examples of the completed analogies might be "child is to pediatrician" as "pet is to veterinarian" or "distance is to odometer" as "direction is to compass" or "dime is to dollar" as "decade is to century."

ANALYZING

Initial discussion:

Begin by asking students what they think it means to "analyze" something. Develop the concept that one breaks the whole into pieces when one analyzes. Explain that "synthesis" is the opposite procedure, i.e., taking pieces and building a whole from the pieces. Both processes are used in thinking, but for this activity students will be practicing analysis. To provide practice we present a number of puzzle type activities.

Activities:

Create an activity, or choose a puzzle or activity page from a publication, adapt it to your needs, and copy material onto a transparency. Use the transparency with the class to stimulate discussion and keep the focus on the skill that is being used. This offers an opportunity to use metacognitive exercises, that is, have the students talk through their own thinking processes and explain how they arrived at their answers. The following are examples of specific formats we have used:

1. For each group of words tell me the one that does not belong and why it does not belong.

DOOR, GATE, WINDOW, ARCH

(ARCH - others have a moving part or WINDOW - walk through others)

GLASS, METAL, ICE, BRICK

(ICE - only item not only made by man or BRICK - others are smooth)

2. For each set of blanks think of one word which will complete the phrases or words.

_____ tan _____ shine _____ burn (sun)

_____ of paint rain _____ over _____ (coat)

3. Provide students with a spoonerism and have them tell you what was intended. While this provides practice for beginning readers to manipulate initial sounds it is also enjoyed by older students.

Are you my sin twister?

(twin sister)

She sent a nyped tote.

(typed note)

Favorite stories can be "spoonerized" for example: Cinderella ran down the stalace peps and slopped her dripper.

4. Baxterisms match adjectives with nouns to provide added meaning. Have students match these adjectives and nouns:

budding Boy Scout

patient tree surgeon

promising shoemaker

well-heeled waiter

(budding tree surgeon, patient waiter, promising Boy Scout, and a well-heeled shoemaker)

5. Pair words with their daffynitions." A daffynition takes the form of a definition, but uses components of the word to create a humorous meaning. Examples include:

acorn = a sore spot on your toe

carrot = a rusty jalopy

compete = a mother calling her son

picnic = choose the boy named Nicholas

pumpkin - asking relatives questions to get information

6. Students can be helped to develop analytical strategies for bringing meaning to unfamiliar words not yet in their reading or spoken vocabularies. Begin by having students decode and pronounce a selected word, and ask them to define it. Second, read a sentence you have prepared that will show the word in context. Frequently students will be able to state an approximate meaning of the word with the help of the context clues.

CHRONOLOGICAL

The students were asked to sequence the presidents in chronological order from George Washington to Ronald Reagan.

MALODOROUS

Living near the malodorous factory made everyone hold their noses when they went outside.

INFERENCES

Initial discussion:

It is more difficult to establish the concept of an inference with inexperienced students through definition than through example. Once examples are modeled for them, the concept is identified and the term takes on meaning. Students are surprised to realize that they have already been making inferences on their own. The importance of basing inferences on information provided and being able to support the inference is emphasized in the discussion.

Activities:

Present students with a written passage from which to make inferences. Students are asked to make an inference and support it with phrases from the passage as well as through the use of background knowledge. Sample passages follow:

The children were sitting at their desks. Mrs. Brown was explaining how to make change from a dollar bill.

Inference questions: Where are the children? Who is Mrs. Brown?
(in school) (the teacher)

On the floor of the kitchen was a water bowl and a food dish. Hanging on a hook in the hall was a leash. On the floor was a well chewed rawhide bone.

Inference question: What inferences can you make?
(person owns a dog, has had it for a while, takes care of it)

ORDERING GENERAL TO SPECIFIC**Initial discussion:**

Younger students might be asked to define the terms "general" and "specific." A few examples could be shared to develop the concept, for example, the word "teacher" compared with their own teacher's name, or the word "doll" compared with Barbie or G.I. Joe.

One beginning might be to ask students what they do when they go to an index and the word they are looking for is not there. Usual answers indicate that the book has nothing on the subject. Point out that there is an alternative interpretation; namely, they might need to use either a more general or a more specific term in order to find the topic in the index. Observe that it takes practice to become skilled in supplying alternative terminology and that this lesson is designed to help them practice this skill by recognizing relationships between related terms.

Activities:

Provide students with groups of three or four related terms. An easy way is to have the clusters of alphabetized terms on a transparency. Show one cluster at a time in order to focus student attention. Students are asked to rearrange the terms from the most general to the most specific and to give reasons for their arrangement. Students find it difficult to explain subtle differences among words that are in their everyday vocabularies. Examples of terms used:

beverage	beef	oak
juice	hamburger	pin oak
liquid	meat	plant
Ocean Spray	Whopper	tree

A follow-up activity asked students to create a cluster of words given one term to begin with. Words used for this activity included; pet, team, game, trip, cloth, keyboard.

Other thinking skills could be presented in similar formats. We found using this approach, focusing the whole school's attention on a specific skill for a month, helped us as a staff provide thinking skill instruction for our students. Emphasis was on integrating a skill or strategy into the ongoing class work. Thinking cannot be taught as an add-on or something that is done once a week for 45 minutes. Students must develop a set of strategies and skills which they can apply as needed in a wide variety of situations.

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MOVIES/VIDEOS, ORIGINAL LITERATURE AND NOVELIZATIONS

Cosette Kies

It has long been a practice of librarians and school media center specialists to encourage reading, particularly the reading of "classic" literature, through the association of a film based on the original book. Scholarly studies have abounded comparing the films with the original inspirations for the films, and there is even a scholarly journal now devoted to this topic entitled Film/Literature Quarterly.

As a reading promotion device, this tactic of promoting reading through interest in film versions has been relatively successful. In more recent decades, however, the field of entertainment, including the production of various kinds of "literature," has become more complex, introducing new aspects into the practice of using films for reading promotion with young people. This has happened primarily because of the intense marketing involved in films, marketing which involves the production and selling of related products, in which book tie-ins are only one piece.

We are familiar with the writing of novelizations of films which are not based upon already-written novels. In the past few decades, however, additional practices in the marketing and packaging of films has provided us with additional "literary" versions of hoped-for blockbuster films, illustrated by a recent film "Willow." The producer of "Willow," George Lucas, is acknowledged by many to be one of the most active advocates and practitioners of this kind of movie tie-ins. Long before "Willow" was edited and ready for release, Lucas had struck deals with various licensing agencies which would provide for various promotions associated with the film, including place mats and posters for Kraft Foods, a bowl and spoon from Quaker Oats, an activity book from Jello, a school folder and trading cards from Dow/Beatrice, cups from Wendy's, play sets from Tonka Toys, and a book from Ballantine/Random House.¹

This practice is not new, of course, because we can all remember Orphan Annie Ovaltine shakers, Buck Rogers' atomic rings, and many applications of Walt Disney characters. Even the practice of book tie-ins is not all that new, either reissues of the original book with movie information on the cover (often in paperback), or a novelization of the film. By the early years of the 1980s, however, such books were perceived by movie promoters as part of the overall film promotion, with carefully timed released for both book and movie. There was even a period in which the books involved in such tie-ins were called "bovies."²

There have been a number of ramifications in all this for librarians and school media center specialists. Most obvious is the use of movie tie-ins and novelizations for reading

promotion. Another aspect involved in all this for librarians is the bibliographic tangle that has evolved, the most common one coming to mind being that of title changes, since the movie makers seem to casually change titles in filming books and then the tie-in edition of the books is reissued with the movie title rather than the original book titles. Finally, we have the problem of different versions of a story, for with the filming of literary works the movie tie-in book may end up being a totally new book written by a different author and based on the movie screen-play.

The main focus of this paper is the final problem given above, but this cannot be done without reviewing and realizing many of the associated threads of development to the present day. Also, we must look at a few of the traditions of scholarly treatment of the relationships between written "literature" and film before we can address knowledgeably how to use films to promote reading with young people.

Differences between films and books

First, it is important to review some of the basic differences between books and films. Much has been written on this topic, but for our discussion today, I will use an article by Brian Gallagher dealing with film imagery which appeared in College Literature.³

1. The film image is both more immediate and more restricted than the literary image.

The film shows quickly a visual image that makes immediate associations for the viewer. Literature describes an image by means of words. Literature has the advantage, of course, of being able to describe senses other than sight and sound -- e.g. smell -- as well as the provenance of objects and the history of people.

From the novelization of Ladyhawke by Joan Vinge:

"He sat gasping for breath, hardly noticing the stench as he filled his lungs completely for the first time in far too long."³

2. Literature creates conceptual similes; film creates only formal similes.

The author suggests that the film can create only formal similes by means of similar shapes -- e.g. showing the camera cutting (or dissolving) from one object into another. For example: In Kipling's original story of "The Man Who Would Be King," a nice simile is created in a child's windmill toy. When Peachy and Danny leave for their adventure, Danny carries such a toy. Later in the story, when Danny literally meets his downfall by plunging into a deep gorge, his tumble is compared by Kipling to the whirling blades of the windmill toy.⁴ This simile is not obvious in the film version, for although Danny does carry the toy windmill in his hand near the film's beginning (and in fact, the camera even pans in for a close-up), the later association in the death scene an hour later is not made. Nor is the simile described in the film's novelization by Michael Hardwick, based on John Huston's and Gladys Hill's screenplay. In the novelization Danny carries the windmill upon

departure, but there is little description of the actual fall.⁵ This comparison as well as any other, illustrates a major difference between literature and film, for a description of what is essentially an action/adventure film does not have time to pause for delicate commentaries at critical points in the action, not even in the novelization. As a sort of footnote, particularly apt for this illustration, even though the novelization by Hardwick is about five times the length of Kipling's original tale, the strongly related medium of film plays a part in the writing of the novelization.

3. Literature can create true metaphors; films cannot.

Films can try to show metaphors by means of surreal images and visual comparisons, but they are not true metaphors. Returning to the novelization of Ladyhawk by Joan Vinge:

On a scarred weather-gray tabletop he saw a curious arrangement of apples and oranges arranged in rings, as if the monk had been playing some sort of game."⁶

4. Literature can treat images meditatively as well as symbolically; film can treat them symbolically but not meditatively.

Films use symbols frequently in visual ways, such as a description of the bishop's raiment and jewels as a symbol of his corruption. Even in casting certain actors in part can be symbolic, such as the use of John Carradine's sharp, hawklike features, which along with his dark coloring suggests evil. Literature, however, can reflect on symbols as well as describe them.

From Ladyhawk:

"The screams of a parading peacock echoed through the ornamental gardens of Aquila Castle like the cries of a terrified child. Marquet entered the courtyard like the Grim Reaper, sending the bird scuttling ignominiously aside. Friars and clerics glanced up from the muted conversations as Marquet strode past, oblivious to the beauty of this oasis of luxury in Aquila's desert of poverty."⁷

5. The film image is typically presented as a whole before its parts are known: the literary image is typically presented in parts before its whole is known.

Typically, details of a scene are described in a paragraph in literature, but other small details generally are disclosed along the way. In a film, the viewer sees immediately what the camera shows us. For example, the scene read just now from Ladyhawk goes on in a descriptive way, but not for nearly another page do we learn that a nun is playing a lute in the garden. This would be immediately apparent in the film.

The above points are but a few in the rich and diffuse literature that examines films and books. The purpose of this paper is not to concentrate on this area, but rather to look at

some developments in the relationship between films and books which affect librarians' promotion of reading.

The importance of popularity

From the beginning, certain themes and plots have been popular. Some themes cannot even be traced to their sure beginnings, for they must have surely been told in the oral tradition around campfire of early people. We know well that certain themes, and even fairly specific plots, are perpetually popular, perhaps because of an intriguing basic idea that triggers individual imaginations. Such themes have been used in countless times in literature of many cultures, and in this decade, such themes have been incorporated into newer formats, such as film and television presentations. One of the results of this use of similar themes and plots has resulted in chains, or connections, most useful for librarians to use in encouraging further reading and viewing with kids. The fact that such themes and/or plots may be popular, not necessarily "good" literature, should not decrease their value for reading promotion.

From the beginning of the tie-in between books and films, popular books were more likely to be filmed than those considered to be good literature. This can be illustrated by the following list of titles taken from the back of the dust jacket of Dorothy Vernon of Haddon Hall, a photoplay edition of a book republished after being filmed as a silent starring Mary Pickford. Most of us would be hard pressed after reading this list to admit we had read many of these titles, or even recognized them.

PHOTOPLAYS LISTED ON BACK OF DOROTHY VERNON OF HADDON HALL
The Covered Wagon by Emerson Hough
Scaramouche by Rafael Sabatini
If Winter Comes by A.S.M. Hutchinson
West of the Water Tower by Homer Croy
Panjula by Cynthia Stockley
The Way of a Man by Emerson Hough
Little Old New York by Rida Johnson Young
The Spanish Dancer by Victor Hugo
To the Last Man by Vane Gray
Main Street by Sinclair Lewis
The Cheat by Turnbull-Holman
Ruggles of Red Gap by Harry Leon Wilson
The Virginian by Owen Wister
Penrod and Sam by Booth Tarkington
Alice Adams by Booth Tarkington

A Lady of Quality by Frances Hodgson Buurnett
The Eternal City by Hall Caine
The Heritage of the Desert by Zane Gray
David Copperfield by Charles Dickens
In the Palace of the King by F. Marion Crawford
Michael O'Halloran by Gene Stratton Porter
The Hoosier Schoolmaster by Edward Eggleston
Let not Man put Asunder by Basil King
Masters of Men by Morgan Robertson
The Christian by Hall Caine
When Knighthood Was in Flower by Charles Major
Robin Hood by J. Walker McSpadden.⁸

Many of the above titles would probably not have been purchased by libraries as good and fitting reading at the time of their publication, and one can maybe start to understand why properly reared young ladies were sometimes denied the opportunity of attending films based on such books.

We have, then, a tradition which permeates movies from the beginning; if a book is popular, then the film based on the book may be popular, too. It is interesting to note that today the thinking often seems to be reversed; specifically, if a film is destined to be a box-office smash, then a book based on the smash should be popular and garner more money for the developers of the idea.

Popular themes never seem to die, they go on forever, just like vampires. They create, spawn, rehash, spin-off and keep going. As a result, it is sometimes difficult to discover just where a theme/plot chain really started. In many cases, it doesn't matter, since in this more "sophisticated" age, we recognize and are willing to use popular themes and plots to promote reading. Some vestiges of our yearnings for good literature still linger, of course, and may be seen in almost amusing ways as we defend Stephen King's wildly popular horror stories by saying earnestly that he is a good writer, after all.

Some complications of popularity

Popularity and constant reuse of certain themes and plots result in complications, of course. Titles, for example, are blithely used with little regard for previous use, and sometimes even actual content. Titles are not copyright, after all, and titles are important in books and films. How many books have been published with the title Sorcerer, Sorcerors, or The Sorcerer, etc.? I would not presume to even attempt to struggle with such a bibliographic maelstrom. Publishers and film producers are not concerned with clarity nor intellectual honesty; they are primarily interested in making money. If a title confuses the

public, it doesn't matter as long as the public buys books and theater tickets. I am sure this has contributed to the trend in recent years to quickly reissue paperbacks with new covers. The primary purpose in this case is not to confuse us enough to buy second copies with different covers, but the publishers are not unduly concerned if this happens. Popularity is an obvious key to making money for publishers and movie producers; they are not in business for altruistic reasons.

Popularity of certain subjects and specific titles can produce spin-offs, such as quickly written nonfiction books about the making of specific blockbuster movie hits. In the timing of these spin-offs, there are sometimes miscalculations. When William Blatty's bestseller book, The Exorcist was made into a movie Blatty cooperated whole heartedly, by working on the screenplay and also doing a book about the making of his book into a movie.⁹ When "Exorcist II" was filmed, it was assumed by the movie moguls that it would be as big a hit at the box office as its predecessor, and Barbara Pallenberg created the book about the making of the second in this series.¹⁰ When the movie was critically and financially trashed, the book met the same fate. Popularity does not automatically breed successful sequels and spin-offs. Another example: the success of the movie "The Omen," begat not only the novelization but two movie sequels with novelization as well. In a quirk of fate, two additional movies and novelizations were planned, but the movies were never made, and the novelizations were published independently of the never-made films.

Television has also been actively involved in theme/plot chains of popularity. Although originally scorned by Hollywood as a less than legitimate kind of entertainment (rather the same way some individuals classify popular/pulp fiction as "trash" and "subliterature"), it soon became a feared rival and finally an inseparable part of the entertainment business, becoming more and more important with the enthusiastic purchase of VCRs and videos. If cocooning continues to be the trend of leisure living, this will mean more television home viewing, and we librarians would like to see more reading there, as well.

Television's influence into theme/plot chains of popularity can be seen in Rod Serling's "Twilight Zone." (TZ) The series was popular when it was first shown back in the good old days of black and white television. It later became a cult classic favorite, eventually spawning an amazing resurgence of popularity after Serling's death, resulting in a magazine, a remake of some of the original TZ stories into color presentations in a new TZ, and a full-length movie was made from four episodes of the series. Even collections of the stories, both those which inspired scripts (including authors such as Ambrose Bierce), and stories based on original script ideas by Serling himself.

A perpetual problem in using theme/plot media chains to promote reading, is the dissimilarity between the two media. Changes occur whenever a transition is made between

the two media. Changes occur whenever a transition is made from one format to another. Once sold, living authors usually cannot control what is done to their works any more than dead authors can. Even if the author has some described control in the contract, it generally cannot be enforced in any meaningful way. Those who have seen "Sweet Liberty" may well remember Alan Alda's future protest to the film director about the script based on his historical work. Countless examples of this problem abound, and even those who have spent a life in the entertainment business are not exempt. Paddy Chayevsky was so unhappy with the resulting film based on his book, "Altered States," that he tried to take his name off everything, including the cover of the book. It didn't work. Even when authors are given great control, such as Stephen King with directorial control over the film, "Maximum Overdrive," based on his short story "Trucks," the final results are not a guaranteed success. As was stated before, King is considered to be a good writer, but nobody is talking these days about his abilities as a film director.

A final problem to keep in mind is the use of carefully calculated cover copy on paperback tie-ins in order to create sales. It would seem almost ludicrous that a publisher would put out a paperback edition of a horror flick novelization which ties the star, in this case William Shatner, to an entirely different production by stating, "A must for Trekkie fans!"¹¹ The unwary librarian might well purchase this book thinking that it's a "Star Trek" episode novelization, only to discover later that it has nothing to do with "Star Trek" at all, it's a typical horror flick novelization with rapacious tarantulas up to no good.

Other considerations in using book and movie tie-ins

Admittedly, the majority of movie tie-in books are not destined to be great classics of literature. But they are not necessarily awful, either. Some are written by competent authors, although it must be conceded that not all of the writers seem to put their best efforts into novelizations. Nevertheless, movie tie-ins and spin-offs should not be automatically classified as junk.

Another aspect of popularity involves the use of popular characters. For example, Conan was developed by Robert Howard and the stalwart hero hacked his way through a number of tales before Howard's demise. The movies starring Arnold Schwarzenegger renewed interest in not only the original books but inspired other sequels by other authors in addition to the obvious novelization of the movies.

Not all novelizations are written for adults and young adults. Some are written for younger readers, and movies thought to be really successful with a wide age range may inspire different novelizations, both adult and children's versions of Dracula's Daughter and The Bride.

Tie-ins and spin-offs may inspire further inspirations. Only one example is that of "The Little Shop of Horror," originally filmed as a "quickie" by Roger Corman in the sixties, later conceived as a musical, later to be filmed again, and finally -- at long last -- a book version was produced.

This example of "The Little Shop of Horror" serves as an illustration of another aspect of tie-ins. In the creation of new works in a different format, the mood of the original work may change markedly. What was once a dark, sardonic novel may become a fast-paced adventure film. A brooding, atmosphere television series such as "Dark Shadows" may become a series of rather hum-drum Gothic novels. Even faithful film adaptations of books may create a different mood, for the director's sense of the book may not agree with the author's nor the individual readers' views of the work. Even the person who originally conceived the film and writes the later novelization, such as Robert Bolt with "The Mission," may end up with essentially different works, for the original visualization has gone through a sort of processing by the director. In essence, "The Mission" really exists as at least three different creative works; the screenplay by Robert Bolt, the film by Roland Joffe, and the novel by Robert Bolt. Finally, there are countless other versions of this work, for each individual who sees the film and/or reads the books creates yet another, an internal, personal version of the "The Mission."¹² Although making generalization is usually a dangerous practice, we can cautiously say that in most cases a novelization will have more a sense of the original film than a filmed version of a book, they are still separate works, each must be considered separately as well as compared across formats. Many interpretations are possible.

There are situations where the original point in the plot chain is the weakest, so that what follows may well be better. A case in point: The Last Days of Pompeii by Edward Bulwer Lytton, author of the immortal line, "It was a dark and stormy night." Anyone who has tried to struggle with this turgid Victorian prose has had a battle. It is tough going. The actual story isn't bad, however. In fact, a miniseries was developed for television and a novelization was produced based on the miniseries. I am not a great and famous literary critic, but it seems much better to me than the original version by our Victorian gentleman.

Some plots are so wildly popular that different versions are available for purchase simultaneously. F. Anstey's Vice Versa is still in print (and has never gone out of print in Great Britain) after a hundred years, as are its imitators, including Mary Rodger's Freaky Friday and Summer Switch. The movie versions of this plot seem to be everywhere, not to mention other body switch versions. A popular theme indeed.

An important point to bring up in connection with theme/plot chains is the embroidering and fleshing out that sometimes takes place when the original starting point is something

fairly short, such as a poem or short story. Obviously, additional details must be added if a feature length film is to be possible, and the novelization based on such a film is almost certain to be more faithful to the film than the original literary piece. Such transitions are sometimes described as "inspirations," and perhaps this is the more honest term to use.

Reading promotion considerations

It is important for librarians to be knowledgeable about theme and plot chains in order to capitalize on kids' interests and encourage them to read more. In conclusion, let us consider some important points to keep in mind in continuing to use media to promote reading with young people.

1. Be careful in first encouraging reading when a teenager expresses interest in a particular theme or plot. For example, a youngster who is enthusiastic about the film "Bounty" may be interested in the period, sea stories, or the idea of defying authority. It can make a difference as to the reading you might suggest until the original interest has been identified. Use all the best of your readers' advisory techniques in working with teens.
2. In giving book talks connected with films (or separately, too, of course) look for alternative threads of connection. Don't go for the obvious ties all the time.
3. Don't be judgmental about the various book possibilities. Just because the original author in a plot chain may have started something obviously good (or at least popular), it does not necessarily follow that the original version is the "best." (What is the "best," anyhow?)
4. Encourage reading in both fiction and non-fiction. Really try to get the kids exploring and thinking in research terms.
5. Conversely, don't be discouraged when they drop an idea before they have investigated it as thoroughly as they might. There is a volatility to the teenage years, all a part of the exploration that goes on in their lives on a lot of different fronts. The danger in pushing them beyond their interest lies in possibly turning them off reading and libraries.
6. Yet again, don't be surprised if they get totally immersed in an idea/research project. Obsessions are also a part of the teen years, and although we often think of these obsessions as being unhealthy, sometimes leading to bizarre behavior, such obsessions may become a kid's lifelong work. Our job is to help lead them in realistically dealing with their obsessions.

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HOW TO PRODUCE A PROFESSIONAL JOURNAL

Edward F. Newren

The following outlines the processes used by the OHIO MEDIA SPECTRUM (OMS), the official journal of the Ohio Educational Library/Media Association:

Selecting an Issue Theme: Organization members as well as editorial board members are asked for suggestions. These suggestions are couple with ideas generated by a "theme contest." The list of theme suggestions is then prioritized by the editorial board.

Designing the Cover: The "concept" for the issue theme is developed - - it might come from some other art which has been noticed and relates to the theme or it may come from "brainstorming" what the issue should contain. "Clip art" directories are searched for possible items which, either standing alone or in combinations, will serve to illustrate the theme. At times the cover art work is commissioned from a graphic artist.

Obtaining Manuscripts: To motivate the submission of manuscripts to the journal a list of "up-coming themes" is published in each issue of the journal which includes the deadline dates. Also "Guidelines for Authors." (See Appendix A) which are kept as simple as possible are included in each issue. Journals are exchanged with other editors of professional library/media journals and as necessary (e.g. to round out the scope of an issue theme, etc.) permission for reprinting articles is sometimes sought. The annual conference program of the Ohio Educational Library/Media Association is searched for possible topics which will fit themes or be of particular interest to members and letters are written to these presenters requesting that they submit a manuscript.

Processing Manuscripts Received: Manuscripts are checked against the list of solicited manuscripts and then entered on a "Article Tracking Sheet." (See Appendix B) Authors are notified that their manuscripts have been received. Next manuscripts are proofed, placed in OMS format and word processed. Photo copies are made - - marking out the author's name and any other identifying information - - and "Evaluation Forms" (See Appendix D) Reviewers are assigned in an equitable manner so as not to overburden any reviewers: also, reviewer credits are listed in the front of the journal for the manuscripts published in that particular issue. (See Appendix H)

Reviewed Manuscripts: The "Article Tracking Sheet" is marked to indicate whether the article is accepted (two positive reviews), rejected (two negative reviews), or to be sent out for further review (one positive and one negative review). Authors are notified of a rejection by letter and of an acceptance by sending the "Editorial Publishing Agreement" (See Appendix E) which requires among other things that the author sign a release giving

OMS sole copyright privilege for the article; the purpose of this is so that OMS can share, unrestricted, this information with the Library/media and education communities. (See Appendix F) Both reviewers remarks, the assistant editor and the editor's corrections are incorporated into one document and these changes are inserted into the word processed document providing a clean copy to the printer for typesetting. Type set copy, galley proofs, are proofed separately by the assistant editor and the editor with merged proofing being placed on one copy which is returned to the printer for corrections. This copy is marked to indicate that there are accompanying author photos, space should be saved to incorporate text photos, charts and so forth. Next "page proofs" - - which look exactly like the finished pages will appear - - are received from the printer and again proofed by both the assistant editor and the editor for completeness, margins, indentations, photo placement, etc. At this time OMS provides "page fillers", items to complete partially filled out pages, such as text and clip art. The next to final stage is the "Blue Line." This is a mock-up (or proto-type) of the final booklet complete with photos, illustrations, advertisements, clip art, graphics, page numbers, etc. Any final edits are performed at this stage.

Distributing the Issue: Computerized membership labels and "Thank you/Complimentary Copy Labels" with author labels are affixed and placed in zip code order for mailing. Also special handling for multiple and foreign country labels is performed. The issue is then delivered to the post office for mailing.

Coordinate Special Activities: The "Theme Contest - T Shirt Award." "Readership Evaluation Form" (See Appendix G), and the inclusion of an "Index", on a trial basis, are some of the special activities in which OMS has engaged.

Miscellaneous: Permission to reprint OMS articles in other professional journals, permission to photocopy (extra article copies for authors, or multiple copies for use in various educational classes) are provided in writing in response to written requests. (See Appendix F) Also it is made clear that opinions expressed by authors are not necessarily OELMA's nor the editors'. (See Appendix F)

GUIDELINES FOR AUTHORS

The OHIO MEDIA SPECTRUM (OMS) requests that manuscripts be furnished on a computer disk accompanied by *one* hardcopy. OMS prefers manuscripts to be word processed in *Appleworks*®, *AppleWriter*®, (for use on Apple IIe®); or *Microsoft WORD*® (for use on Macintosh®). If this is not possible OMS will require two typewritten or "other" word process printed hard copies.

The required length of manuscripts is five (5) to eight (8) pages. Manuscripts should be free of errors. Use double spacing; standardized paragraph indentions, punctuation, and capitalization. Do not use abbreviations, and spell out numbers less than ten. Use standard headings (i.e., main headings—on the left margin; subheadings—centered on the page).

Authors should include photos of themselves and a brief biography (three or four sentences long and including education, official job title, and institution affiliation). Authors are encouraged to send photographs and graphics that directly relate to articles. Such items should offer sharp images, good contrast, and pertinent content. Such photos, figures, charts, etc., should be labeled on the back with the author's name, a suitable caption or title, and suggested location within the manuscript.

If requested, photos and computer disks will be returned in the same or a manner similar to the way in which they were received. Authors are cautioned to make a backup copy of the disks before sending. The editor, SPECTRUM, and OELMA accept no responsibility for damaged or lost disks, data, or photos during transit or while in their possession. To guarantee return, authors should provide a self-addressed, stamped envelope.

OMS accepts manuscripts with the understanding that: (1) they are not concurrently under consideration by another publication nor have they already been printed—or a substantial part thereof—elsewhere; (2) the author(s) understands that the manuscript will be subjected to a "blind" referee process and that it will be selected based on the importance of the topic, the relevance to the OELMA readership, the applicability to library/media professionals and situations; and its clarity—all of which are determined by the referees with the ultimate decision of the editors being final; (3) the author(s) is responsible for all information presented, including citations which give proper credit to other sources of ideas and information presented—quotes of 50 words or more and other reproductions from published material must be accompanied by a letter of permission from the original author *and* publisher; (4) the author(s) agrees that the editor has the right to edit the manuscript as may be necessary as long as the author's original intent is not altered; and (5) if the manuscript is accepted for publication, the author(s) agrees to assign all rights for its publication to the OHIO MEDIA SPECTRUM.

Direct all inquires and/or manuscripts to the editor (address given below).

CALL FOR REVIEWERS

Persons interested in serving as reviewers of manuscripts submitted to the OHIO MEDIA SPECTRUM are encouraged to volunteer their services. Reviewers are expected to not only be capable of evaluating the content and its appropriateness to the applicability of library/media specialists, but to also assist with spelling and grammatical corrections as well as suggestions for improving clarity. Interested persons should send a brief professional resume, including writing and editorial experiences, to: Ed Newren, Editor, OHIO MEDIA SPECTRUM, Department of Educational Media, Miami University, Oxford, Ohio 45056.

(Appendix B)

Author and Title _____

Accompanied by: ☐ / Author Bio ☐ / Author Photo ☐ / Photo(s)/Graphics _____

Author's Home Address _____ Business Address _____

Home Phone _____ Business Phone _____

Date Received _____ Date Acknowledgement Sent _____

Theme _____ Assigned to Issue _____ ☐ / Unassigned

Date M. U. Word Processed _____ Disk Number _____

Referee _____ Date Sent _____ Date Returned _____ Recommended Action _____

Referee _____ Date Sent _____ Date Returned _____ Recommended Action _____

Referee _____ Date Sent _____ Date Returned _____ Recommended Action _____

Editor's Final Decision _____

Date Manuscript Returned to Author _____ ☐ / With Recommendation to Rewrite ☐ / Rejected for Publication

Date Publication Acceptance Card Sent to Author _____

☐ / Referees' and Editorial Assistants' Suggestions Incorporated in Manuscript

☐ / Editor's Suggestions Incorporated in Manuscript

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OHIO MEDIA SPECTRUM

Ohio Educational Library/Media Association

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Title of Article: _____

Reviewer: _____ Date Mailed: _____

As you read through the article, please correct any spelling, grammatical, or capitalization errors. Please return the evaluation checklist and the article with suggested changes noted by _____ to Edward Newren, Editor, Ohio Media Spectrum, Department of Educational Media, Miami University, Oxford, Ohio 45056.

	Excellent	Very good	Acceptable	Marginal	Unacceptable	Needs editing
Clearly stated objectives or purpose						
Clearly defined audience						
Clarity of message (easy to understand)						
Organization of content						
Practicability of content (capable of being implemented or of value to members)						
Uniqueness of information (not available elsewhere; not a rewrite of another article)						
Applicability to the theme(s) of OMS journal						
Timeliness						

(continued on reverse side)

(Appendix C - Continued)

	Excellent	Very good	Acceptable	Marginal	Unacceptable	Needs editing
Accuracy of Information						
Supportive documentation (references, tables, bibliography, footnotes, etc.)						
Graphic materials appropriately support text.						

GENERAL EVALUATION: _____ Excellent
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(Appendix D)

[illegible]

OHIO MEDIA SPECTRUM

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For the 1987 Issues of the
OHIO MEDIA SPECTRUM

The Editorial Board of the OHIO MEDIA SPECTRUM, as part of its goals to improve this journal, is conducting a poll of OELMA members concerning their opinions as relates to the 1987 issues. For the results of this survey to have any worthwhile meaning, we need each of you to inform us about your reactions to the journal. Your cooperation and prompt return of this questionnaire by March 1, 1988 will be greatly appreciated. Most of the items simply require that you indicate a ranking. Total time to complete averages about five (5) minutes. Thank you for your assistance!

1. Please check the ONE category which MOST CLOSELY relates to your primary, professional level of responsibility:

- (1) _____ Elem; (2) _____ MS/JHS; (3) _____ HS/Voc; (4) _____ K-12/Supervisory;
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How often do you read each of the following columns in the "Our Business" section of the journal?:

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- _____ 13. "Computer Media: Applications and Software" (Spring)
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17. Is the length of each issue . . .
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18. How would you rate the overall appearance of the 1987 SPECTRUM issues (i.e., cover art, text format, page layout, photos, illustrations, consistency, etc.)?
(1) _____ Excellent; (2) _____ Very Good; (3) _____ Good;
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19. The SPECTRUM "refereeing process" means that each manuscript is reviewed by judges. How would you characterize the quality of the articles since the process began in 1986? The quality has:
(1) _____ Improved; (2) _____ Remain the same; (3) _____ Deteriorated.
20. What other content items or suggestions for improvement would you like to recommend?
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INFORMATION SERVICES OFFERED TO TEACHERS AND STUDENTS: INDIAN SCENE

Shobha Sharma

The shockwaves of industrial revolution changed human lives and the course of history as much and as profoundly as the agricultural revolution. Old agrarian forms were uprooted and a new social order was evolved. Within the womb of this industrial revolution, which held sway for nearly 300 years, is now pulseting the seed of a new civilization aptly described as the information society. India missed the first revolution 200 years ago. Now it is moving with full momentum towards the second revolution. Since Independence, India has had a solid track record of proven scientific achievement in several areas. For example our scientists have introduced high yielding strains (now used all over the world) of wheat, sugarcane and cotton. India became the world's sixth nation having manufactured both its own indigenously built satellite and launch. India in fact is one of the ten biggest industrial powers in the world. It has the world's third largest population of qualified scientists and technologists and according to OECD Report, it is the 6th most R&D intensive country in the world. To quote Dr. Raja Ramanna "The Fast Breeder Test Reactor and Madras Atomic Power Station Unit at Kalpakkam sweeps away several doubts about India's capacity to use nuclear energy for peaceful purposes. The research teams are of high quality engineers who designed and constructed the reactors which are now fully trained to rise to all occasions especially now that a new indigenous technology has been introduced."

India is now more than self sufficient in food production. It has also managed to build the third strongest military force in the world. India has been propelled by a well organized and ambitious body of scientists, technicians, industrialists and supporting staff of about 100 million people firmly intending to establish the country as a major force in the region and to enable India to be carried to the 21st century. India is putting it up in spite of many constraints shows the viability of its development after Independence. From a country which could not produce quality nuts and bolts it has become one which can produce the most sophisticated of items, such as those required for liquid metal cooled fast breeder reactors.

The knowledge explosion during this century strikes an impressive picture of astounding proposition. What is described to have started as a trickle in the twenties gradually developed into rivulet, then a stream, and a torrent by the seventies and now a

near-avalanche of accretions to knowledge signifies tremendous challenges to the planners of education.

The "knowledge explosion", "Literature Deluge", "Printing Machines" and recent techniques of "Reprography" have created problems in procuring, arranging and disseminating the information for librarians and the actual users. Looking to the history, we find that up to 5th century when only printed book was produced, now 260 books are being produced every second. The Chemical Abstract alone is abstracting about 90,000 articles.

It is rightly quoted by "organization for Economic co-operation and Development" (1971) "perhaps the most important event of the next decade will be the recognition of the true value of information the right information, reliable and relevant to our needs, available in a useful form to all those who need it."

The second law of library science reads: Every reader his/her information. It conveys the message to the librarian that any reader coming to the library in search of information must have it. Obviously the spirit of the law cannot be fulfilled until the librarian understands the information need and the information gathering habits of his readers. It is one aspect to meet the demands of reader and another dimension of the problem is that the information needs of different categories of readers-scientists, social scientists and human scientists are not of the same nature they differ qualitatively, quantitatively and geographically.

It has been said that one cannot have quality education without quality libraries. Since independence, India has witnessed a phenomenal increase in all types of educational institutions, enrollment, sophistication and diversification of educational programmes. The age old concept of libraries as a store house of knowledge has since changed. Scholars now look at libraries as resource centres for dissemination of knowledge. Libraries provide variety of services which are not just restricted to their own resources. Though inter-library loan system a small school library has access to the rich collections of public or university or even national library. What is needed^{is} a well equipped library, with a trained service-oriented librarian within easy reach of people desirous of having information.

The parameters of any information system are largely determined by the type of users. One group that requires special attention is that of students and teachers in academic institutions. This is one of the largest groups of users in terms of numbers and has a very important role in developmental process. Special attention thus needs to be given to the requirement of this group because, in addition, it has a multiplier effect. The students of today shall be researchers, technicians, professionals, managers and decision-makers of

tomorrow. Taking care of their information needs shall assure balanced growth of the information system in other directions.

The second category to be taken care of is that of researchers, especially in the basic and applied sciences. There is also a great potential in social-science disciplines for research in areas of ethnography, culture and modernization processes. The third category is that of professionals and technicians engaged in areas like industry, agriculture, medicine, communications and transport whose information needs tend to be neglected. Last, but not the least, are managers and decision-makers both in private and public services.

It must always be true of libraries, intended for the benefit of students that the best will be the one with the smallest proportion of its books on its shelves at any given time. For, in this modern age, the store of accumulated human experience is so vast that in spite of the manifold media for publicity and intercommunication the great bulk of it can only be transmitted through the written word; and a library is the essential channel by which the wisdom of the past can be brought to aid or to satisfy the needs of the present. Nearly four hundred years ago a wise man writing in praise of books pointed out that anyone who neglected their help and trusted solely to his own experience for the acquisition of knowledge would be dead long before he had attained even to the rudiments of it.

Here the emphasis is on Information services offered to Teachers and students (schools, colleges): Indian scene. The school library should be conceived as the training ground for nourishing library habit in each student by actual practice. The school librarian should devise various methods for attracting students to the library and making them read books with pleasure and profit. But many of our educational institutes especially at school level even do not have any kind of library facility. This has adversely affected the education standards, ^{only} 29.6 percent primary schools have any kind of library facility. If the educational system is to improve, it is imperative to consider libraries as a vital input. Though it is desirable to have a library in each school yet the fact remains that more than 70 percent of the primary schools have no library facility. 30 percent schools have well equipped library serviced by a trained librarian. But a cupboard stacked with a few books in the Head Master's room does not constitute a library. In schools children are not different from adults in having potentiality for a variety of interests. They all would like to gather facts, ideas and information on a variety of subjects. In collaboration with classroom work, the school library should make this potentiality an actuality.

School is the primary centre for good citizenship. It is the foundation for University education and specialized learning. Every child with an average intelligence and ability starts taking keen interest in knowing things with curiosity and right through the schooling

period he is on the way to acquire knowledge and enrich his facilities. The library facilities at school are essential to make children library minded and create reading habits among them. Once the reading habit is formed at the school age, it continues throughout life.

These libraries procure reading material in accordance with their curriculum. School library being a part of an educational set-up does have the same aims and objectives as the school itself. It aims to provide

1. Materials for the use of pupils and teachers.
2. Develop and promote reading interest
3. Encourage research and study from many sources
4. Teaching the use of books and libraries
5. Provide recreational and leisure time reading

The school library must provide books supplementing prescribed reading material, along with juvenile reference sources and audiovisual aids. Libraries at the lower level, viz., nursery and primary may have toys, books, indoor games and similar facilities to amuse the child and arouse his curiosity for learning while enjoying and playing. Sharma (1983) also suggests that good reading habit can be established among children in infant age level.

But 40 percent of primary schools do not have pucca buildings. In new education policy government plans to give grant for adequate library facilities. This is not the case with public vs private schools like Welham, Doon, Delhi, Mussoorie, Sherwood (Nainital) Mayo Rajasthan, BTS (UP) etc. These schools have better library facilities and students are getting even reference books like encyclopedias etc. for reading concern. Even central school libraries are purchasing these sets for students. Many state library associations are imparting training and services for rural areas schools also. Cost of such training could be subsidized by the Central Government/State Governments. It is considered that in future, library science may also be taught as part of the B.Ed. programme.

School is the property of the community and community has limited resources. Through school libraries non-school members can take help and it will be advantageous to adult education. So these school libraries could be great vehicles in disseminating information to masses on all issues of national development. Because now-a-days teaching is imparted not only in the classroom. Outside the classroom, librarian plays a vital role in continuing education and in working with students on their assignments especially by helping them, locate and if need be to procure relative materials. Libraries are part of the national information network. We have nearly seven lakh educational institutions in the country out of which nearly five lakhs are primary schools. In most of the primary schools in India libraries do not exist. Text books are thrust upon children and the children carry

them as a load rather than prized possessions. As such, the environment has to change at the primary level. Children's libraries, with toys, illustrated books and recreational activities should be introduced in the primary schools.

In middle schools, nearly 1.25 lakh in number, the position of libraries is equally grim. In the government schools, in reality, no library facilities exist. In the public schools, if they do exist, the pressure of curricula hardly allows the children to spend some comfortable time in the libraries. This situation almost applies to the secondary and higher secondary schools which are nearly fifty three thousand in number. The books are kept in the almirahs and the use of books by students at their own free will is nearly an impossibility.

Now-a-days University Grants Commission is telecasting teaching lessons through audio-visual methods i.e., Television for School and Colleges.

Government is giving monetary fund to schools and colleges to purchase T.V. for classrooms and students take advantage of these informations. NCERT, SCERT all are engaged in promoting reading habit.

It is recommended strongly that each state should organize an integrated school library system under the charge of Assistant Director, School libraries, so that the minimum norms and standards for libraries in schools are observed and implemented to make the new school education system successful and also to initiate the young children in the habit of self-study for information and education. It is also recommended that the computer network be provided to the model central schools so that the library becomes a centre of important media. Delhi and few other state have started computer training courses in their curricula.

All that needs to be done is to have correct perspective about the proposed national education and library and information sciences to be viewed singly as well as a coherent whole in the correct dialectical process. There are states like Assam, Madhya Pradesh, and Orissa with Schools possessing libraries of the order of four to nine percent. The state of Uttar Pradesh is also below the national average. Gujarat, Haryana, Kerala and Tamil Nadu are devoting attention to the establishment of libraries in primary schools. 87% and 82% of primary schools in Haryana and Tamilnadu possess libraries. Kerala has the highest literacy rate at 70.4% (1981) and the best book buying public due to cooperative book publishing and book selling organizations in the state. It establishes a close relation between library, book buying and book reading. Similar was the experience of the 19th Century Great Britain where close relation between literacy, public library movement, book buying and newspaper reading habit has been established.

The national average for physical facilities in primary schools are as following:

<u>All India Average</u>	<u>%</u>
Permanent building	47
Drinking Water	41
Lavatory	15
Blackboard	60
Playground	47
Library	29

While 85% primary schools in India do not have the basic necessity of lavatories, 71% of primary schools do not have library facilities.

At higher education level library is an instrument possessed by an institution which can play a vital role in the development of country. It is one thing to possess an instrument and it is altogether another to know about the instrument one possesses and put it to its right use. A college library is closely related to the teaching process of the educational institution to which it is attached. In India, commission after commission has emphasized the importance of libraries in higher education. The Kothari commission (1964-66) was very much pertinent about the importance of a library in an educational institution when it pointed out that nothing could be more damaging to a growing department than to neglect its library or give it a low priority.

Now the library at college and University level is becoming a part of a large information infrastructure. Information centres are required for specialized services with the growing demand for information, particularly in the areas of science, technology and social-sciences, the meeting of that demand is assuming prime importance.

Free flow information consists problems of awareness, identification, location and availability. These problems can be solved if the information system is planned, designed and made to work through a network. This free flow of information can be assured only by library automation and the computer-based library system. Bell says, "Information is news, facts statistics, reports, legislation, tax-codes, judicial decisions, resolutions and the like", and it is quite obvious that we had "explosion" of these not only with the multiplication of organizations but because all countries and the diverse world politics and Worldwide economy now come under our daily scrutinizing in newspapers and television and in the pages of specialized magazines. We should foresee the future that are likely to arise. Dr. Vannevar Bush visualized the future as early as 1945 that, "A library of a million volumes could be compressed into one end of a disc." He thought of "a future devise for individual use, which is a sort of mechanized private file and library." called memex." we

got the large, complex computer system twenty years later. The right and relevant information for meaningful use over coming the problems of retrospect and current storage, retrieval and dissemination, can be achieved by a communication network through the exploitation of electronic technology.

Free flow of information presupposes the four conditions (1) Computer service, (2) Reprographic service, (3) Telecommunication and (4) Satellite communication. In India many research institutes and laboratories have been established by the council of scientific and Industrial Research (CSIR). Research organizations have been set up by industries, academic institutions and other professional bodies and organizations, R and D programme have been developed in many areas. Much emphasis has been laid on interdisciplinary programmes, project-oriented and mission-oriented research. In scientific-technological and industrial fields the progress is commendable. In medical, engineering colleges and Research Institutes, these have accelerated the need of developing the infrastructure for free flow of information.

Although the infrastructure is existing, it lacks co-operation, coordination, networking as well as information planning and system either in subject-areas, or encompassing regional and national jurisdictions as an integrated information system or network. There are about 2000 computers working in India, out of which about 750 are big and small, and about 1250 are mini-micro-computers. Many organizations are using computers for the library and information service viz., the INSDOC (New Delhi), BARC (Bombay), TIFR (Bombay), DRTC (Bangalore), IIT (Madras and Kanpur), Physical Research Laboratory, Ahmedabad, & Indian Institute of Science, Bangalore etc.

The National Library of India and other libraries receiving books under the Delivery of Books Act have not yet introduced library automation. There are huge and invaluable collections of retrospect materials comprising manuscripts, literature printed in the nineteenth and twentieth century. There is an exponential growth of current documents in all fields of human knowledge, particularly in science, technology and industry. The Government of India is the largest single generator of information in India Central and State Governments agencies are also generating enormous quantity of information. But there are no systematic centres for the control and management, storage, organization and dissemination of information except a few.

Almost all academic libraries lack any sort of automation. Except in a few special libraries there is no automation anywhere in any form. Result is information gap, which is widening everyday. The Indian National Scientific Documentation Centre (INSDC), New Delhi is offering documentation and information services in Natural Sciences. The Bhabha Automatic Research Centre (BARC) Bombay is a specialized information centre on nuclear

sciences. The other institutions like ICMR, ICAR, BHEL, Steel Authority of India, Defense Science Development Organization and the sectoral Information centres on food, machine tools, leather, drugs, aeronautics, meteorology, marine sciences, metallurgy, small industries, development sciences, etc. maintain their own information centres.

The Government of India has established the National Information system for science and Technology (NISSAT) and the Department of Science and Technology (DST). It is the coordinating agency to interlink the existing and future information services and systems in planning and designing the network. ICSSR is also giving its abstracting services which is helpful for colleges. The National Information Centre (NIC) has been set up under the Electronics commission, Govt. of India, for centralized and integrated information system. Sectoral systems on various subject areas and mission oriented information system are being planned by different institutions and organizations.

Reprographic facilities are available in large libraries, special libraries and information centres. The P & T Department of India is developing computer communication facilities to break through the telecommunication system with the utilization of developing computer network for communications within the country and overseas. Govt. of India has established the National Remote Sensing Agency, INSAT, INTELSAT. The INSDOC maintains close cooperation with UNESCO and Collaborating with the VINITI. Planning to use information technology and communication technology is in progress.

The computerized library system like the Ohio College Library centre is also feasible in India in the 1980's owing to the lowering of the cost of automation. If that is achieved and MARC II data base is created, the cost of housekeeping will be lowered and data exchange at the international level will be possible.

A well-planned and efficiently run information system ensures quick and easy communication of information, as also provides to every user quick and easy access to the information he needs. At present there is no on line network in India. Efforts are however being made for establishing a national on line network.

The expansion of the mass media and audio visual aids as well as the development of programme learning has made books and libraries basic tools for educational development. In India, the report of the Education Commission, (1964-66) also urged a shift of emphasis away from curriculum of text book entered to student and library centered teaching. The New national core curriculum which will be learning based courses of reading will involve at least 50% of student time and effort in self study of instruction media, books etc. available in the libraries.

THE LEARNING AND INFORMATION NEEDS OF SCHOOLS (LINOS) PROJECT: AUSTRALIAN GUIDELINES FOR LIBRARY AND INFORMATION SERVICES IN SCHOOLS

Joyce Kirk
Barbara Poston-Anderson
Hilary Yerbury

ABSTRACT

The paper outlines the development of guidelines for the provision of library and information resource services in Australian schools. A brief overview of the administration of Australian schools is provided as background for a description of the development of existing school library standards and guidelines. The consultative process involved in revising current guidelines is discussed, particularly in regard to the development of an educational rationale for the use of information resources in schools.

THE LINOS PROJECT: AUSTRALIAN GUIDELINES

Introduction

There is great diversity among Australia's ten thousand schools. They range in size from fewer than twenty students to more than twelve hundred students. Some are located in inner city and metropolitan areas, others in remote areas in the outback or on islands dotting the coastline. Some schools have a more culturally mixed student population than others. Some schools are single sex schools, others co-educational. Some schools have teachers on site all day, others rely on radio, print and electronic media for communication among teachers and students. Some schools cater for the first or last years of schooling, others for the entire span from Kindergarten to Year 12. Some schools are governed by school boards, others by centralized government departments. In all this diversity there is a common underlying commitment to the development of students as both individuals and as members of various social groups. Increasingly, education systems are redefining the goals of schooling and education. Although the details of their specific programmes may alter in response to economic, social, technological and political influences, those goals are pertinent to the provision of quality general education for all school students.

Administration of Australian Schools

Education is largely a responsibility of the six State and two Territory governments. By the time the Commonwealth government was established in 1901, the States had education departments which had been functioning for some time and were in fact expanding the range of their activities and consequently the number and type of students to whom the activities were available. For example, at the time of Federation all States but one had a university, and technical colleges existed in all States. There were also a number of schools which were independent of the State's education departments.

The Australian constitution permits the involvements of the Commonwealth government in education through its powers to collect and distribute funds raised from income taxes. In addition, the Commonwealth government has constitutional powers in making grants to States for specific purposes, including education programmes, for example computer education, and multicultural education programmes.

Although schools are funded by the Commonwealth government, they are administered by education authorities in each State. These authorities include education departments in each State, education authorities in each Territory, and State and Territory affiliates of both the National Catholic Education Commission (NCEC) and the National Council of Independent Schools (NCIS). The NCEC and NCIS systems are less centralized than their government counterparts. Both government and non-government schools receive funds indirectly and directly from the Commonwealth government.

To add to the complexity of funding and administrative responsibility for schools there are two Commonwealth government bodies whose policies influence the provision of education in schools. Both of these bodies are in a state of flux. One is the Commonwealth Department of Education which has no direct responsibility for schools, but has a significant role in tertiary education. Its policy directions and initiatives filter down to schools. The department has been restructured and expanded in the past six months and is now known as the Department of Employment, Education and Technology (DEET). The Department is advised by a National Schools Board which deals with school-related matters.

The second, and more significant body for the LINOS project, is the Commonwealth Schools Commission, established in 1973 as a statutory body. The functions of the Commission have been

- (a) to recommend to the Minister for Education after consulting with interested parties, what Australian Government funds should be made available to schools and school systems throughout the country in order to ensure acceptable standards;

- (b) to enquire into and report upon any aspect of primary or secondary school.
(Schools Commission, 1963.)

Initially the Commission administered seven programs: general recurrent grants, general building grants, primary and secondary libraries, disadvantaged schools, special education, teacher development and special projects programs. The libraries program provided grants for library buildings, resources and training for teacher-librarians. Generally speaking these programs have been phased out or completed. New programs have been developed in response to the needs of schools. With the restructuring of the former Commonwealth Department of Education, the Commonwealth Schools Commission has been absorbed into DEET. The former Chair of the Commission is currently serving as the Interim Chair of the National Schools Board.

The Development of School Library Guidelines

Australian school libraries have a long history, beginning with libraries in the early nineteenth century Sunday schools and in the parochial schools established in New South Wales in 1829. (Clyde, 1983, 11-12) These libraries are the antecedents of what we have come to expect of school libraries one hundred and fifty years later.

The evolution of school libraries as we know them was accelerated by an injection of funds from the Commonwealth government in 1968 for government and non-government secondary school libraries. The visit of Professor Sara Fenwick of the University of Chicago graduate library school was one of the significant factors in this evolution. The recommendations made by Fenwick in regard to school and children's libraries in Australia provided a framework for the development which occurred throughout the 1970's. (Biskup and Goodman, 1982, 95)

In 1974, financial aid from the Commonwealth government was extended to primary schools. The table below provides details of grants provided by the Commonwealth government specifically for libraries in government and non-government schools. The grants were made for buildings, resources and training of teacher-librarians.

Triennium/ Year	Secondary Schools	Primary Schools
1969-71	\$27 m.	
1972-74	\$30 m.	

1974-75	\$22 m.	\$20 m.
1981	\$15 m.	

(Based on figures in Biskup and Goodman, 1982, 96-97)

All in all between 1969 and 1981, the Commonwealth government alone spent about \$215 m. on school libraries. An estimated \$200-\$220 m. was spent by the States and independent school authorities in the same period. (Biskup and Goodman, 1982, 97)

There have been several guidelines documents produced for Australian school libraries beginning with Standards and Objectives for School Libraries published by the Library Association of Australia in 1966. This document was primarily an evaluation tool. It was produced by the Association's Childrens Libraries Section. The School Libraries Section was not established until after 1966.

The guidelines in the second edition of Books and Beyond are no longer relevant to education now or in the 1990's and beyond. They were developed during a period of rapid expansion in school libraries. The contraction of funding, accompanied by shifts in government priorities for education, requires an approach more closely geared to the effective utilization of school library facilities, and resources and the development of appropriate information services.

Technological developments, particularly the use of computers in schools, have a significant impact on the provision of information resources and services. This impact was not foreshadowed in the 1979 guidelines, which referred mainly to audiovisual technology. Access to information via computers and associated hardware and software has the potential to alter the nature of resource collections and in some schools it has already done so. Computers as information processing tools have a role in most curriculum areas and therefore an influence on school library buildings, and services.

The automation of library management procedures also has had an effect on information service provision for teachers, students and parents. Automation has facilitated resource sharing networks. One example of a network used by Australian schools is the national ASCIS service providing curriculum, information resource review and cataloguing information to primary and secondary schools. A network in the Northern Territory involves school and public libraries. Networks exist also on a local level and in some schools they facilitate the sharing of resources on several different campuses.

The general community awareness of the exponential growth of information and the applications of technology have in daily living reinforced the need for schools to develop students who are independent learners, able to manage change in all aspects of their lives.

Independent learning assumes that students have physical and intellectual access to a range of information resources suited to their needs, abilities, interests and learning strategies. The 1979 school library guidelines, with their focus on school library facilities and resources, are directed towards the development of independent learners. The 1979 guidelines addressed physical facilities and the need now is for guidelines which focus on the library and information services as an integral part of student learning experiences.

The LINOS Project Brief

The Australian School Library Association (ASLA) and the School Libraries Section of the Library Association of Australia (LAA) both made submissions to the Commonwealth Schools Commission for a revision of the 1979 guidelines in Books and Beyond. The Commission responded in 1987 by calling in the national press for a consultant who would investigate the information needs of the school community in relation to learning and teaching. As a secondary task, the consultant was expected to review the existing standards for libraries and resource areas.

The Department of Information Studies at Kuring-gai College of Advanced Education was awarded the contract for the project, scheduled for completion in September 1988. Kuring-gai College has been involved in the education of teacher-librarians for a considerable time, initially through the provision of diploma programmes. These courses were designed to meet the demand for a greater number of qualified teacher-librarians, a demand created by the Commonwealth government school library building programmes. In more recent years Kuring-gai College, through its School of Library and Information Studies, has offered a Graduate Diploma in Teacher-Librarianship, a one year full time programme for students who have a first degree in education. This programme has been revised recently and will be offered from 1989 as a Graduate Diploma in Applied Science (Information/Teacher Librarianship). This year the College introduced a four year Bachelor of Education degree in Teacher-Librarianship. Designed for teacher-librarians in primary schools, the programme is offered jointly by the School of Library and Information Studies and the School of Education.

The members of the project team are Dr. Barbara Poston-Anderson, Head of the Department of Information Studies and Co-ordinator of the B.Ed. programme for teacher-librarians, Ms. Hilary Yerby and Ms. Joyce Kirk, who are both Lecturers in Information Studies. The team has considerable experience and expertise in school librarianship, curriculum development for information literacy and the development and evaluation of information services.

A Steering Committee for the project is responsible to the Commonwealth Schools Commission (CSC). The representation of members of the Steering Committee membership is:

Commissioner, Commonwealth Schools Commission, Chair	Dr. R. Andrews
Commissioner, Commonwealth Schools Commission	Ms. P. Mitchell
Commonwealth Schools Commission, Executive Officer	Mr. G. Bull
Department of Education, South Australia	Ms. S. Gapper
Department of Education, Queensland	Ms. H. Coghlan
Department of Education, New South Wales	Ms. J. Hansen
Australian Capital Territory Schools Authority	Ms. B. McConchie
Commonwealth Department of Education	Mr. P. Schaefer
National Catholic Education Commission	Mr. A. O'Meara
National Council of Independent Schools	Mr. P. Wilkie
Australian School Library Association	Dr. N. Johnson
Library Association of Australia	Ms. B. McLaren

The Steering Committee identified the objectives of the Learning and Information Needs of Schools (LINOS) Project as

1. addressing the information needs of the school community in relation to learning and teaching and the associated needs for information services now and in the next decade.
2. revising the existing standards as described mainly in Books and Beyond, 2nd edition relating to physical, functional and funding requirements of libraries and/or resource areas.

In addition the Committee required that the following items be addressed in the the revision of Books and Beyond:

- the need for an educational rationale to underpin information services to schools provided by and with an emphasis on the learning environment of the school and the place of information in the schooling process.
- developments in curriculum, which have implications for resource use and information access affecting the needs of students, teachers and administrators.

- the effective utilization of resources by students for information and recreation needs, for social and emotional development, and for life-long independent learning, emphasizing process rather than content.
- the equitable access to information, information networks and effective retrieval services outside of individual schools or between schools for school communities across the nation, irrespective of whether those school communities be large or small, urban or remote, have different socio-economic conditions or cultural backgrounds.
- the development of resource collections, the advantages and constraints arising from centralized and/or dispersed resources.
- the provision and maintenance of effective information services within the schools and their relationship to the curriculum and the classroom experiences of students.
- a range of strategies for selection and development by individual schools to suit their particular needs for information resources.

The revised document is expected to serve school communities for the next decade, or until the end of the twentieth century.

The Consultative Process

Faced with such a broad brief, and one which represents a considerable change from the approach taken in Books and Beyond, the LINOS Project Team adopted a process consultancy framework in ascertaining the information needs of schools and revising the guidelines. The approach comes from the field of management and is one which is particularly pertinent to achieving change in organizations.

Briefly, for the LINOS Project, process consultation involved managers, the reference groups interviewed during the project, and consultants, the LINOS project team, in a period of joint diagnosis of school libraries in education and analyses of processes which could be improved in offering library and information services to meet the needs of school communities. Meetings between reference groups and the project team provided opportunities to investigate the educational, technological and organizational challenges and difficulties involved in providing information services in schools. They also allowed the identification of major barriers to change in schools and the development of ways to overcome them. The period of joint diagnosis was valuable for the project team in developing the broad strategies for change which were given in the Steering Committee's brief.

Part of the process consultant's role is developing diagnostic problem-solving skills in organizations or schools, so that they can solve their own problems. (Schein, 1969) The

process consultant can rarely learn enough about a school to really know which courses of action are most suited to members of the school community with their particular sets of interests, aims and traditions. The consultant can provide sufficient alternative courses of action, so that the school, or an education system, or any one of the "organizations" involved in schools, can solve its problems. In solving its own problems, the school, system, or organization, then becomes a more effective diagnostician.

The project team's development of a range of strategies required by the project brief was based very much on the key assumption of process consultancy. That is, schools should be able to identify problems, share in diagnosis and be actively involved in generating a solution. Schools and systems themselves will decide which particular strategies to adopt in utilizing information resources and services. The process consultant has no role in decision making at this level, only in offering alternatives.

The process consultancy approach meant that the project team worked in the field between November 1987 and March 1988. The team visited all Australian states and territories seeking information on which the revised guidelines could be based. The team visited both metropolitan and isolated areas. Given the diversity of schools, it is important that the alternatives be applicable to a wide range of schools in a wide range of social, geographic, cultural, economic, and technological environments.

Alternative courses of action suggested in process consultancy should be realistic options, and so, the team interviewed many people in many different situations. Information was gathered from a range of people and institutions. Interviews were held with thirty academics in education and librarianship, almost twenty five senior administrators in state, territory and regional education systems, and almost fifty senior curriculum development officers. Senior resource development, staff development and buildings personnel also provided input to the project. State and Territory library service directors and senior management, as well as the Director-General of the National Library of Australia were interviewed. The team spoke with school library consultants, curriculum and computer education consultants who have close contact with schools.

Nearly eighty schools from all education systems were visited. These visits gave the project team an opportunity to see school libraries and/or resource collections in action. More importantly, these visits provided opportunities to gather information from practicing teacher-librarians, teachers, and students.

Public meetings were also part of the process consultancy. Attendees included teachers, teacher-librarians, principals, parents, teacher union representatives and resource suppliers. In this way the team gained information from a further three hundred or so people interested in education and schooling.

There were a series of questions common to all the interviews conducted. They included

- What do you see as the priorities for education for the next decade?
- What are the implications of these priorities for information resource services in schools?
- What are the key issues in education over the next decade?

In addition, particular questions were addressed to particular functionaries. Questions to students focused on their perceptions of how they learned most effectively.

Because education systems have used quantitative standards for space allocation, staffing and resource collections in their budgetary planning and building programmes, the team sought ways to offer alternatives while at the same time making recommendations for minimum guidelines. The main instrument for gathering this quantitative data was a survey form, with questions related to size of library spaces, types of resources, staffing and networks used by responding school libraries.

The information gathered from interviews and from the survey was of course supplemented in education by information from literature searches, information management and librarianship from an analysis of current curriculum documents used in Australian schools.

Books and Beyond Revised

The document is not yet finalized, although a penultimate draft has been circulated for comment to the Steering Committee which is scheduled to meet with the project team on August 4, 1988.

There are three Sections to the revision of Books and Beyond. Firstly, there is an educational rationale for the use of information resources in educational programmes. It is written from the team's researched perspective on society and its schools at the end of the century. From that perspective, information resources are discussed in the context of curriculum, learning strategies and teaching styles. The focus of the section is the development of students as productive members of the learning society.

The second section offers alternative strategies for schools wanting to review and renew their commitment to providing library and information services which will further the development of students. This section is presented in such a way that it can be used as a planning document by schools. Five broad goals for these services are suggested.

- To assist the development of the individual student through the use of educational resources.

- To develop and provide the bibliographic and other services essential to support learning and teaching in the school.
- To provide physical access to the educational resources necessary to support the programmes of the school.
- To develop and fund library and information services capable of ensuring the exploitation of educational resources.
- To identify and respond to the learning, teaching and other information needs of the students, teachers, parents and other members of the school community.

For each goal, objectives are provided. Examples of activities appropriate for achieving the objectives are listed and there is an expectation that schools will want to add further activities. Schools are invited to identify rankings of priority, level of effort and level of impact for each objective. Schools can then use the rankings as a basis for planning the development of their library and information services.

The strategies section concludes with an outline of procedures for evaluating library and information services. The procedures are designed to answer three questions.

- Are our resources and facilities adequate?
- Have we met our objectives?
- Are we meeting the learning and information needs of the school community?

The third section of the guidelines includes quantitative recommendations for space allocation, collection size, staffing, furniture and physical environment in school libraries. The project team has recommended minimum standards while at the same time providing for flexibility in their application. For example, in regard to space allocation, an overall area size is recommended. Although there are also recommendations for the sizes of functional areas, these can be adjusted by schools within the overall area size.

Recommendations for the minimum size of collections are based on a formula consistent with the choices students have in selecting resources. Alternative methods of calculating the size of specific categories in the collection are provided. In this way, schools can plan their collection development in accordance with the curriculum priorities which they have determined.

Because the revised guidelines are intended to meet the needs of policy planners and developers in education systems as well as the needs of policy implementers in schools, the team has produced two documents. One is essentially a guidelines policy. It details the educational rationale for library and information services in schools, describes the planning process in relation to services and includes quantitative recommendations for school library buildings, information resources facilities and staffing.

The other document is essentially a planning document, which briefly describes the educational rationale for library and information services. The planning guidelines detail the planning process. They specify objectives related to the goals for library and information services and suggest activities for meeting those objectives. Quantitative recommendations are included as part of the planning process. The planning guidelines are presented in the form of a procedures manual.

Conclusion

While the task of developing guidelines has been challenging and stimulating, perhaps the most significant part of the project is yet to come. Through the consultancy process, the project team has been able to some extent to foster a climate conducive to the acceptance of the revision of Books and Beyond and to the implementation of its planning process. Only time will tell whether the project has had any effect on the development of library and information services in schools and on the learning outcomes of educational programmes. The LINOS Team sees the guidelines themselves as a contribution to the ongoing process of educational change. It will be interesting to see whether the consultancy process used in their development maintains their relevance to education in the year 2000.

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KEYNOTE ADDRESS

Dr. Lucy E. Ainsley

It's a special privilege to address such a unique group of school library professionals. I am probably far more interested in you.....your cultures, customs, personal and professional environments.....than you are in me. However, I have the microphone and you are, in a sense, my captives for the next half an hour or so! Although I won't have the opportunity to meet each of you individually, I do want to share a little of my own background, in hopes that you can discover some basic values we share. By now you have realized that Michigan is shaped like a mitten. I'm the oldest of 10 children, born in the small community of Bad Axe near the tip of the Thumb. The major industry of this area is agriculture, primarily sugar beets, navy beans and grain crops.

My father was a disabled veteran for many years so we weren't a wealthy family, but we children were taught the importance of a good education among other values. We moved to the little resort town of Port Austin in my high school years where I graduated with a small class of 18 students. Needless to say, our high school did not have a library so when I arrived at Central Michigan University, I enrolled in Introduction to Libraries, knowing I would need those skills to get through college. I liked the class so much that I decided to add a Library minor to my Speech and Drama major. That minor came in real handy when I became totally bored listening to 150 high school students give speeches each week! My first high school library assignment was during the mid-sixties, a time of protest and revolt by young people in the U.S. Burning draft cards was usually followed by burning library cards or any other symbol of authority.

That was also the era when school libraries were becoming "Instructional Materials Centers" which evolved into "Media Centers".....to more accurately reflect the new types of materials and services we were providing for students and teachers. This new orientation took me to Michigan State University for a master's degree in Educational Media while I was also opening a new 18,000 sq. ft. library media center at Waterford Mott High School. What a wonderful opportunity that was! How many of you have ever started a school library from scratch? Would you agree that it was a time of real learning and growth? After five years, that program was running well and it was time for a new challenge. So I took a job as Coordinator of Media Services for the Birmingham Schools in an affluent suburb of Detroit. I also returned to school at Wayne State University for a masters degree in Library Science.....and more recently, a doctorate in Instructional Technology. My professional

life has closely paralleled the changes in our field over the past twenty years or so. It has been a time of change, challenge and innovation.

Actually, that was a redundant statement because INNOVATION, by definition, is the process of making changes.....adopting new methods, customs or devices. I would submit that much of the innovation we are experiencing was either thrust upon us by outside forces.....or made possible by technological developments outside our field.....but perhaps that's a question we can debate another time! Over twenty years ago, Father John Culkin of Fordham University suggested that "A lot of things have happened since the turn of the century and most of them plug into walls." I will return a little later to what is happening with technology in our Global Village but let's focus now on innovative school library media centers and what makes them work. My objective today is to illustrate such a program in words and slides. I hope we will have time for you to also contribute examples of what makes for a dynamic, responsive library media program in your work setting.

Jackie Morris talked with you yesterday about the new AASL/AECT Guidelines, INFORMATION POWER. It is a valuable document which outlines the mission, components, and partnerships of an outstanding library media program. As I did my small part as a contributing author, I urged the guidelines committee and writing team to include the concepts of vision and passion. We must fervently believe that we can make a real difference for the students and teachers we serve.....that is the passion part. But we must also have a vision of our young people's future and what they will need to succeed in the 21st century. The noted educator and writer John Goodlad expressed some of what I mean at the recent ALA conference in New Orleans. He said "If a child leaves school at 16 or 17 without the skills to access information, he is crippled for life!" So the real beginning for an innovative school library media program is to create a vision, define the mission and go to it with passion!

But if you don't know where you are going, you're likely to end up somewhere you don't want to be! A worthy mission which I think we can all share, regardless of where in the world we live, was well stated in the new guidelines. The mission of any school library media program ought "to insure that students and staff are effective users of ideas and information." Many school districts expand on their mission with philosophy and goal statements. I have provided you with a copy of our district philosophy and goals as an example, although I must admit it was written two years ago and is already in need of review!

Philosophy and goals are implemented through more specific objectives, especially learning objectives for students. A dynamic media curriculum, working in concert with proactive services, is the core of successful school library media programs. Even before

our district established a required six year curriculum review cycle for all subject areas, our media staff had completed and revised their objectives twice in eight years. These efforts reflect their sensitivity to technological change and concern for our students. A thoughtfully written philosophy or mission statement and program goals provide a solid foundation for our programs.....to keep us on track and to share with our public.

Now that we have a foundation for our innovative library media center, let's turn to program components. The new guidelines suggest that a school library media program contains "all the resources and activities through which the library media staff translate the mission into reality." I firmly believe that the library media staff is the most important resource of all! And so that's where I will start my imaginary tour of our exemplary media center. The guidelines suggest three distinct roles for school library media specialists.....as Information Specialist, Teacher and Instructional Consultant. To that description I would add a fourth role which was in the original draft of the guidelines.....that of Manager or Administrator. The important functions of selection, purchasing, accounting, scheduling, staff supervision and other management responsibilities are included under duties as an Information Specialist which I hope principals note during evaluation sessions.

Most U.S. school districts refer to librarians as "media specialists," which is really a misnomer. This key staff member must be a GENERALIST who knows something of learning theory, child psychology, curriculum development, administration, reading guidance, teaching strategies, production techniques, research methodology, bibliographic control, instructional design and technology.....impressive hmm? In addition to those professional competencies, we also look for some special personal characteristics and experiences as we interview candidates for school library media positions. They must have:

- a positive outlook and attitude
- flexibility and a willingness to learn and grow
- energy and enthusiasm for their work
- warmth and openness.....good interpersonal skills
- be OTHER oriented.....minimize their own priorities
- the ability to work well with adults as well as children
- strong traditional skills in literature, selection and organization
- special interests beyond the traditional.....photography, music, art, puppetry, etc.
- an understanding of the media center as more than a place for books.....that it is a place to explore, create, produce and enjoy

The best media specialist is a combination master teacher and effective administrator who intuitively knows "people priorities" dictate the appropriate expenditure of time and other resources. They are first and foremost EDUCATORS and secondarily a librarian,

media specialist, learning resource teacher or whatever the label. He or she is not only responsive, but proactive.....reaching out to integrate the classroom into the media center and the media center into the classroom. I have been concerned with the recent closing of some school library media training programs at our universities. But I am encouraged by the quality and caliber of media specialists we are hiring in my own district. That is not the case all over our state, nation or in other countries I know. We must continue to encourage our best and brightest students to consider school library work as careers.

The second program component on our list is facilities. I will not dwell on this area since we all know that adequate space, appropriate furniture and specialized library equipment is essential to the exemplary media center. However, I have seen beautiful media centers empty, dead, ill-used.....while conversely, I have also observed active, exciting programs run in no more than a large classroom. I would argue that the location of the library media center within the school plant is as important as its size. A case in point is one of our elementary centers, staffed by a wonderfully creative media specialist who always has a new project or production going. But because the school's media center is located on the end of a second floor wing, she must travel to the classroom frequently to keep teachers and students involved. Gratefully, we are working on a new center for that building!

The innovative media center must also have an adequate collection for the school population it serves. Books, periodicals, pamphlets, filmstrips, videotapes, recordings, microforms, computer software and new high density storage mediums like CD-ROM are all expensive and often require "creative funding" which I will discuss a little later. But I want to call our attention to an essential point that the new guidelines emphasize repeatedly.....no one school library media center can contain all the resources needed by students and teachers today. It is critical that we form resource sharing partnerships with other school, public and academic libraries, regional film libraries and state libraries for special materials. At least at the secondary level, students also must have access to online data bases because I am firmly convinced that will be the primary source of information during their lifetime.....both at home and in the workplace.

Hardware or equipment is only important insofar as it provides access to information, and the ability to create or process information. Our innovative media center uses such tools to manage its own functions such as circulation, accounting records, information retrieval, generation of indices and bibliographies.....and yes, even overdue lists. It also provides audiovisual, computer and video equipment for use both in the classroom and library media center. Most innovative media centers have a full computer lab for use by an entire class and small groups or individuals.....a sound investment next to equipping every classroom with these remarkable instructional tools.

A dynamic program also has a wide variety of production equipment available for the creation of original media by student and staff.....videotapes, slidetapes, transparencies, recordings, graphic materials and so forth. Robert Hilliard appealed to my sense of logic with his statement....."We have been concentrating almost completely on print and have been unsuccessful because the real world in which the student lives and operates is principally a visual and aural one." (in TECHNOLOGY AND EDUCATION, AECT, 1981). We must not only provide the hardware, but also encourage teachers to use, and let students use, forms of communication other than the written word.

Next to staff, the single most important component of an innovative media program is planning. I cannot emphasize this strongly enough! So many school library media centers drift from year to year without direction, without a mission or a vision of what they should be.....and be doing for their clients. The little proverb or cliché of "Most people don't plan to fail, they fail to plan" is very apropos here. The innovative library media staff sets long range and short range goals to provide direction for themselves, secure resources from others and to evaluate progress. These goals feed the mission which has already been articulated. Media specialists should also involve others in establishing those priorities.....which is the foundation for partnerships with the principal, teachers and other staff members. The idea of partnerships of all kinds is central to the new guidelines as well as to successful media programs. We do not work or accomplish anything in a vacuum. It is not OUR library media center. It belongs to the school and the community.

At the least we are caretakers of information resources and facilities. But at our best, we carefully plan access to, and use of, the many resources placed in trust with us. We don't have time today to focus on program planning. That is a healthy two hour work session in and of itself but I have provided copies of a program planning process which has worked very successfully in several settings and would encourage you to consider trying the model out for yourself. It is deliberate planning that makes a program grow and flourish, sometimes even in the face of budget cuts elsewhere. That was the case in the Monterey, California Schools, a recent winner of the AASL/EBE Outstanding School Library Program of the Year. Despite Proposition 13 which slashed state aid to school districts, they began a pilot library media program in a few schools, gained community support and then secured a \$2 million grant from the state for their program. This progress was a result of careful, deliberate planning. Their Media Director, Martin Puentes, had a sage but sobering piece of advice for us all in his talk at ALA. "Just MAINTAIN your program and it dies!"

Finally, we come to the last program component on my list.....services. What we do and offer is as varied as the communities and schools we serve. A program in the inner-city

may loan computers for students to take home, while youngsters in wealthy suburbs have their own equipment. Programs in southern California or Florida must provide library books and other materials in Spanish but New England school libraries have no need for these materials. Truly innovative programs however, go the extra mile to not only offer traditional resources but to also enrich the school community with outside speakers, visiting authors, book publishing centers, cable programming, newsletters and dozens of other creative opportunities which help children, their teachers and parents to grow. We are no longer just repositories of information. School library media programs must grow and change just as our students do.

Change is difficult, particularly for traditional institutions like schools and libraries. But we are being bombarded with change due to what Toffler first labeled as "The Third Wave" and others refer to as the Information Age or Technology Revolution. We must reassess what school libraries should be and what skills our students need for THEIR futures. We must let some of our biases and values bow to their needs. What will happen for instance when these little laser cards, which hold 2 megabytes or 800 pages of text, become commonplace? We will be able to carry a dictionary and thesaurus in our jacket pockets. How will that impact student learning and school libraries? What is the role of CD-ROM, or even more promising, CD-WORM for the storage and retrieval of information in the learning environment? I don't have the answers but I encourage all of us to start asking the questions and searching together with teachers, administrators and community members. That's how we create VISION for the school library media center. Innovative programs are the cutting edge of change, not for change sake but because we know our youngster's future depends upon us now.

I was asked to write a chapter of the 1984 "School Library Media Annual" on the changing role of the library media specialist and accepted the challenge with enthusiasm as well as apprehension. In that piece I included some personal correspondence which I would like to share with you as a fitting close to a discussion on innovation and change. Our retired librarians keep in touch with their colleagues still working in the trenches on a rather regular basis. A few years ago one retiree wrote "First, I'll commiserate with you RE the micro...ugh...computers...ugh...in the library. Is nothing sacred? Seems like libraries and people are getting even farther from the printed word. What a mistake! I suppose book burning will be next." This was the reply I wrote, but never sent.

Dear Millie:

Your remembrance of friends and colleagues after your retirement through letters is continued evidence of your caring.....something I always noted in your relationships with

students. Because of that concern, I know you want the best education for youngsters that we can possibly provide.

You know, there have indeed been book burnings as recently as last March when a group of zealous "protectors of morality" piled 30 objectionable titles on a bonfire in Ohio. (Shades of "Fahrenheit 451!") Their motivation was to protect established values and reject new life styles. We educators and librarians are more enlightened. We should have the ability to openly explore new ideas, seek better ways of relating with one another, and help children learn in the most effective manner.

But Millie, you can't mean that the printed word is the ONLY way to wisdom and growth? That would be a rejection of new ideas and realities regarding the way people communicate information today. And aren't we school librarians in the business of helping young people to grow through the acquisition of information and ideas?

Microcomputers, cable communications and database networks are just other means to that end. Our children will have to command these technologies or be manipulated by them in their future. And Millie, I truly believe that nothing will ever replace my pocket companion, the book, for the pure pleasure of a good story, the beauty of a poem or the inspiration of a thoughtful biography.

Warm Wishes,
Lucy Ainsley

And so my friends, into your hands I commend our future.....the children of the world. You have the power and the responsibility to help make their dreams come true. Please don't fail them!

PROGRAM PLANNING PROCESS

Most people don't plan to fail but do fail to plan.

*If you don't know where you're going,
how will you know when you get there?*

Long Range (Strategic) Planning

1. Evaluate what the program does (qualitative) and has (quantitative).
2. Conduct a needs assessment.....Formal (you structure) and Informal (others expectations).
3. Formulate long range goals (major priorities), tentative plans and timetable.
4. Apply the Short Range Planning Process (SEE below) to implement.
5. Evaluate progress at the end of the timetable (3-5 years) and recycle.

Short Range (Annual) Planning

1. Assess program strengths and weaknesses in an annual progress report.
2. Identify current problem areas, usually based on weaknesses specified in the above report.
3. Prioritize (rank order) these areas with appropriate staff (ownership).
4. Formulate management goals and plans to resolve the problem(s).
5. Involve staff, citizens and students in plans whenever possible.
6. Implement the plan of action.....activities, recommendations to others, etc.
7. Evaluate and report the results of your actions or efforts honestly; recycle if necessary.

Dr. L. E. Ainsley
1987

PHILOSOPHY of the BIRMINGHAM SCHOOLS MEDIA PROGRAM

Media Services are designed to assist learners in their ability to find, evaluate, generate and apply information that helps them to function effectively as individuals and to participate fully in society. The student acquires skills in reading, observing, listening and communicating ideas through a sequential series of library/media curriculum goals and objectives. This instruction, whenever possible, is integrated into the school curriculum, rather than taught in isolation. The Media Center also provides experiences which help learners to develop a spirit of inquiry, creativity, greater self-motivation and capacity for self-evaluation.

Our media program exists to support and promote the goals and objectives formulated by the school and district. The program is a combination of people, facilities, materials, machines and processes. The emphasis on and combination of these resources depend upon the needs of the instructional program, whether at the building or district level. The more purposeful and effective the mix, and the more sensitively it responds to the curriculum and the learning environment. . . the better the media program.

The Information Age has brought new roles and responsibilities to our district and school media programs. In addition to teaching basic computer skills, the school media program facilitates the use of microcomputers and software in all curricular areas. The district program provides the necessary leadership, training, coordination and hardware/software support services to achieve this goal. The district program also supports cable communications, especially programming for the local educational access channel.

As society moves unequivocally into high technology, the media program will strive to inspire enjoyment of literature, as well as to develop higher-level thinking skills. These abilities, along with research and communication skills, will best equip our students for the 21st century.

PROGRAM GOALS

LITERARY APPRECIATION

By the end of the twelfth grade, the student will value, use and enjoy a variety of reading and literary materials for personal information, pleasure, and classroom assignments.

SKILLS DEVELOPMENT

By the end of the twelfth grade, the student will demonstrate self-sufficiency in the school library/media center, functioning independently in his/her search for information and resources.

COMPUTER LITERACY

By the end of the twelfth grade, the student will exhibit an understanding of basic computer operations, applications and social implications of computer use in daily life.

ACHIEVING IMPACT THROUGH TIERED SCHOOL LIBRARY SERVICES

Carver David Mparutsa

Zimbabwe is Africa's newest nation, the fiftieth, and her school library service first saw light there in 1981. As such, many of the country's school library programs are still in their embryonic stages. There are many experiments currently going on as well. As a result, problems are naturally bound to occur. The country, for example, covers well over 389,000 square miles, and there are well over 2 1/2 million pupils and students in its schools and colleges. For these, there are well over 80,000 teachers, of whom only about 3,000 are graduates.¹ More, Zimbabwe's population of close to 8 million (1984) includes two major ethnic groups with languages as different from each other as chalk and cheese. English is the official language, but with a literacy rate of about 45%, both libraries and reading have yet to establish themselves as major sources of both knowledge and information. Further, the contribution that publishing makes to the gross domestic product does not feature in the 1987 STATISTICAL YEARBOOK² and as a result, one could probably conclude that it is insignificant or is not worth mentioning. Against this background, if the Zimbabwean situation is typical of any other in a Third World country, impact-achievement is possible through many coherently tiered or layered school library services, which must be brought into existence and comprehensively coordinated as a team-work venture.

And based upon this experience in the background, I believe that school libraries should speed up the transformation of its people from an oral to a literacy based information society. Unfortunately, the necessary progress is often made difficult by an unintended 'Key-actor' isolationism. Nevertheless, it is my contention that tiered or layered school library services in the Third World can speed up the change-over by propping up positive embryonic efforts and, with time, these can achieve impact far beyond their originally intended spheres of influence.

This paper will try to describe the Zimbabwean experience and experiment in this respect. In addition, it will also try to signpost its peaks of success as well as its shadows. Above all, it will also attempt to prove that a belief in school libraries is a positive omen which augurs well.

¹"Shortage of Graduate Teachers Holds Up Expansion of Schools," THE SUNDAY MAIL, 3 July 1988, p.1

²Zimbabwe Government, Statistical Yearbook, 1987, Harare: Government Printer, 1987, p.76

Information relates to the transmission of messages without "noise" or interference. This being so, I believe that Cilliers (1987) made a very important observation when she noted that 'progress' was more often than not a by-product of important "pulses of change".³ And historically speaking, he notes, the first in the series of three such changes was the agricultural revolution. Understandably so; for a hungry man is nearly always an angry man. The second pulse-changes were ushered in by the industrial revolution. This marked an important watershed in the history of man who, as the result of machines, intensified his efforts to produce more and better goods and services, for what was clearly emerging to become a new consumer-society. Then, as today, man's worth in some circles could conspicuously be displayed - - to be admired, or to be frowned upon - - by onlookers. But more importantly for the purpose of our conference here in Michigan, the third revolution was or is being caused by information. This is where things are at. Today, comparative advantage goes to the person who has information - - or knows where to get it. School libraries should therefore become information centres.

Affordable information; quickly and timely delivered to enquiring minds - - these are two vital resources in the modern world. These, too, lie at the heart of development in progressive societies. Suffice be it to note that, as things stand at the moment, there are many, many Third World countries that are still struggling to stand UP and fight, but in order to win the first revolution: in agriculture.

There is abundant evidence of this. On the one hand, there are many drought-induced starvations in many Third World countries. In the case of Ethiopia, however, it was information which played a vital role in its rescue, in probable response to stereotyped images of young adults with extended bellies. Further, the lack of alternative sources for fuel - - apart from firewood - - is leading to deforestation on a grand scale, resulting in the southward creep of deserts like the Sahara in North Africa. Such deserts, one can note, threaten even MORE hunger in future, unless the right information is relevantly made available today. Other Third World images show endless wars of liberation, followed by other counter-revolutionary wars, and their accompanying refugees-problems, side by side with rootlessness. There is something about a 'revolving-door' syndrome about such problems. As one recent heading put it: "Turn South for the Killing Fields!"⁴ And finally, one can go on to mention both the piles as well as the mountains of internationally incurred

³Isabel Cilliers, "The Impact of the Information Society," DIALOGUE, vol. 9, no. 2, 1987, p.13

⁴"The World's Wars," THE ECONOMIST, 12 March 1988, pp.21-27. According to the periodical, there are about 25 "big" wars currently going on in the world today, and most of these are in Third World countries - - Guatemala, El Salvador, Nicaragua, Angola, Mozambique, South Africa, Uganda - - - to name a few.

Third World debts, accompanied by soaring interest rates. In response, the proposed solutions include debt-reschedulings; defaults; cancellations - - and even more borrowing!

At the same time, foreign-aid sometimes polarizes the donor-countries from the recipient ones, at a time when the latter feel caged in concrete skyscraper-mansions and jungles next door to shantytowns, with their small, wretched and dirty hovels. But more poignantly or painfully, some of the most sought-after books include HOW EUROPE UNDERDEVELOPED AFRICA!⁵

But where do school libraries fit into all this? They are found at the take-off point for other types of libraries in society - - and all libraries have ideas that help people. Further, today's adult was once yesterday's pupil or student. Did he use a library then? If he did, chances are nine times out of ten that he will more likely be using it again today. And the most important fact about libraries is that they empower people to act in their own enlightened interests. The word to stress here is 'enlightened'.

Given the fore-going perspective, one could observe that the cycle of deprivation makes school libraries a luxury, rather than a necessity, in many Third World countries. Deprivation is a reflection of poverty. But worse, it has often been observed that the people who are caught up in 'poverty-traps' are usually non-readers or non-users of libraries. Such people, it has been further observed, heavily rely on the use of "restricted" language-codes when communicating. However, many psychologists agree that language and thought are interrelated. Language services one's thoughts, and thoughts service one's actions. Unfortunately, the non-existence of school libraries and/or their poor organizations have a diluting effect on the impact of education in Third World countries. To this end, as always, one picture is always worth a thousand words.

Impact-oriented school libraries must therefore reflect some willingness to meet users on their own ground, and this can help to break the walls of isolation that schools without libraries build for their teachers and students. At the same, it is important to note that there are no schools without students or pupils. In short, the school library is THEIRS, rather than the teachers'. And simplistic as this may sound, there are many school libraries that are run with minimal participation by the 'owners' and this, in my opinion, weakens any potential impact which might be possible. Here, therefore, Higginbottom (1983)⁶ makes a significant contribution to our understanding of many school library situations - - at least in

⁵Walter Rodney, How Europe Underdeveloped Africa, Harare: Zimbabwe Publishing House 1972. The book gives a synopsis of how Africa had developed, before Europeans came onto the scene and, through slavery as an institution, robbed the continent of its manpower, in its prime. This, according to the writer, was how Europe underdeveloped Africa.

⁶Trevor Higginbottom, "Springboards for Change," TIME EDUCATIONAL SUPPLEMENT, 2 December 1983, p.39

Zimbabwe, from where I come. The ideas are summarized in the attached framework at the end of this paper.

To achieve impact against such a background, I believe that it is imperative to challenge library-users and further prod them to raise their own levels of aspirations as well as expectations. And for a suggestion, I think a "cumulative reading record" (see attached) can be one answer. In essence, it gives at glance the opportunity to ascertain what has been read; what has not been read; what is being avoided, etc. And all this forms a useful basis for reading guidance and, hopefully, the full utilization of library's resources - - for even greater impact. Perhaps easier said than done!

As things stand, only 1% of the total newsprint in the world is produced in Africa, and the shortage of foreign exchange with which to import the raw materials recently resulted fewer newspaper copies with fewer pages - - but now selling like the proverbial hotcakes! Worse for school libraries, the demand for textbooks - - with an assured market - - has always outran the demand for recreational library books, and the others which are read for inspiration and information. But fortunately, there are many organizations in schools that run Young Writers' Clubs, and perhaps this is one way of turning students into both readers as well as writers. In the end, no society can have one without the other.

At the moment as well, there are many schools that throw away pupils' own writing, or unintentionally limit its readership to just the classroom teacher who, at the end of the reading, makes a comment and sticks a grade in the margin. But well-selected and compiled, such "excellent - good" writing can form the nucleus of a school library in the remote corners of the country. There is a side-bonus, too, I believe. Imagine what this approach can do towards the seemingly elusive goal of getting students to write "error-free" prose or poetry.

Agreed, there are not many schools that are going to quickly abandon the practices which they may have for years been following. Some such practices - - particularly in Third World countries - - include not having school libraries, boasting that "to have what we want is riches; but to be able to do without is power." Then there are other practices where school libraries are used to accommodate students in search of a "quiet" place for study. These are some of the practices that should gradually be fading away, if progress towards impact is to be made. Instead of just using the library for study purposes, perhaps it is worthwhile for the school library to mount programs that illustrate how studying effectively takes place. More than just that, perhaps it would also be worthwhile to embark on illuminative programs that illustrate what is worthwhile studying, given certain aptitudes and interests. I am thinking here of career-guidance, given differing interests as well as aptitudes.

And finally, I believe that impact is possible if the school library users can be made to see themselves "shifting gears" in reading as well as library-use. At the moment, there is a monotonous predictability about Third World school library use. The Deputy Headmaster or Headmistress, for example, may timetable "4B" to have a library period. But over and above that, nothing else is time tabled, or planned. Such a practice sticks out like a sore thumb because nowhere else within a school environment is such a practice followed. Consequently, I am a firm believer of the fact that it is always necessary to do more than just timetable the students to use a school library. Over and above this, a sequential program of "instruction/introduction" followed by a program of "continuation" and "expansion" are necessary. And clearly mapped out by New Mexico Board of Education in Santa Fe, for example, was a topic guide which, with further scrutiny as well as thinking about its intent, I adapted (see Appendix B). As can be seen from it, some things are of interest to students, but other things are within their interest to know. It is up to the library as well as up to the class teachers to draw the fine line that can separate the two from each other. But as the diagram attached illustrates, there is bound to be an area of or for overlap. If we accept the attached diagram - - as I am sure we do - - one is left in no doubt that MORE than just books and periodicals should go into the school library - - if achieving impact is one of its central aims. Examples of users' handiwork, for example, are a testimony to their creativity, and one way of stimulating the imagination is through displays in the school library - - or anywhere. I have with me a few such artifacts as were on display at Chikwerengwe Secondary School in the school library there. These carvings illustrates man's basic struggle to exist in the Third world, even with minimal material comforts as well as three or four-course dinners. The school 'library' at Chikwerengwe, for another example, was nothing more than an 'office' which had just been turned into the makings of a library. A good start, nonetheless. All things start small and, like the journey of a thousand miles, it always starts with but a single step. I bought the artifacts as a gesture of help and solidarity. In short, impact-achievement requires more than just lip-service. Librarians must work as, according to Davies (1969) "cooperating" team-members.

CREATING IMPACT IV :ZIMBABWE'S EXPERIMENT WITH LAYERED SERVICES

One thing that these artifacts show - - hopefully or interestingly - - is that in Zimbabwe, as elsewhere, the educational system is marked by many visible elements as well as equally as numerous invisible ambiguities. At any such one school, for example, the buildings may reflect the appreciation the community may have for architecture, while the grounds may reflect ideas related to conservation of natural resources as well beauty in both plants

and trees. Even the bulletin board has something to say about informal learning at the same time the posters might reveal or give away other subtle facts about how often the materials are changed.

On the other hand, the invisible elements include such aspects as tone of the school, discipline, the level of aspirations the teachers - - and parents - - probably jointly work at instilling into the students. Taking into account such divergences, achieving is more a matter of making the best use of the positive, while minimizing the potential of the bad or the negative. There are times when it is or may be necessary to correct mistakes, or leave things to sort themselves out. However, there is also a need to constantly explore new ground.

When 1986 was officially declared to be THE YEAR OF THE SCHOOL LIBRARY in Zimbabwe, this declaration had a greater impact on rural schools than on the urban ones. Perhaps this was because many such urban schools already had the libraries, to begin with. Nevertheless, the School Library Service sought out ways that help to make that particular year different, and two years later, hindsight suggests that the year was a success. At the same time, one of the important lessons that was learnt endorses the need for what Marland (1977) describes as "comprehensive coherence".⁷ This is a strong plank upon which layered services could and should be built, with information playing a cementing role.

During that year, many positively inclined people orchestrated support for the school-library idea. The Minister of Education, the Honorable Dr. D. B. Mutumbuka, opened many new school libraries, exhorting and advising the schools NOT to make their school libraries look like "grocery stores".⁸ Normally, a professionally trained librarian might have talked about "balance collections", but such jargon, you may agree, lacks the needed punch! At yet another level, the Deputy Minister of Education, Senator J. L. Culverwell, addressed many former students or alumni associations, but also exhorting them to embark on helping their former schools through libraries and the stock-quality enhancement of their

⁷Michael Marland, "Responsibility for Reading in the Secondary School," SCHOOL LIBRARIAN, vol. 25, no. 2, June 1977, p. 104.

⁸A description used by Dr. D. B. Mutumbuka, Honorable Minister of Education, in Zimbabwe, when he was opening a community self-help school library at Dudzai School, Harare, during THE YEAR OF THE LIBRARY, 1986

⁹The role-codes have been devised as a short-hand from for characterizing the ideas contained in an article by Boon. See J. A. Boon, "Information Technology and Information Systems: Research Perspective in Developing and Less-Developed Countries," DIALOGUE WITH THE FUTURE, vol. 9, no. 2, 1987, p. 48. The letters used are interpreted thus: F = Factual Information; G = Bibliographic Information; T = Transaction information; UOI = User-Oriented Information; CCS = Community-conscious Service Information; PSOI = Problem-solving Oriented Information; and finally, CICI = Communication Information - - Centered Information.

school libraries. One could go on to mention that the Zimbabwe Library Association (ZLA) joined the effort, and featured 'school libraries' as part of its conference keynote speeches.

The single largest book-donation gift arrived in Zimbabwe in 1986. This came from the Brothers' Brother Organization in Pittsburgh, Pa., and in Harare, the Rotary Club cooperated to help make the project a success. For a change, too, the Brother-to-Brother books were not of the '2-D' type: i.e., 'discarded' and later 'donated'. I agree that any book is new until one has read it, but there is always more by way of excitement if the books are really new.

Next, novel approaches were tried to fund-raise money for school libraries. Such approaches included "spelling bees!", but I had never even heard of the bees that CAN spell, rather than just hum. Nevertheless, they worked for Tendayi School, which is in one of Harare's High Density suburbs. The State Lottery Trustees, normally and annually by far the largest 'benefactor' for school libraries, upped their school library-grant to six-figures - - for the same reason that 1986 was a special year. This proves that layered serves can - - and do achieve - - work.

In essence, however, the idea is to work at making nearly all the interested parties play a positive role, once they know how, where, and when. This, in my opinion, is what brought about the "comprehensive coherence" which has already been mentioned. But over and above this, it is necessary to add or color it with the contributions of what is possible from the power(s) to be derived from "alliances" which are formed with specific ends in view. Given these, a suggested frame work for the use of people-power encapsulated the main thrust of this paper's theme, as illustrated (see Appendix C-E). From the attached, it must be clear that the success or failure of any school library service in a developing country cannot be seen as the work of any one person, or layers of people. It is against such an understanding or view that the views of implied in comprehensive coherence, as earlier explained, takes added importance. For one thing, a developing country may just not have the resources adequate enough to make school libraries a priority. And even in developing countries with long histories behind their school library services, there are aspects of some retrogressive policies hampering school library developments. VAT taxes, for example, are making books more expensive, even in developed countries. What might therefore be necessary is joining hands with interested miscellaneous groups to intensify protest voices until the goal is achieved.

BASE FOR CREATING IMPACT V : USE ALLIANCES OR COMBINATIONS



While some alliances are useful because they can cause things to happen¹⁰, other combinations are equally as useful because they can prevent or stall certain unpleasant things from taking place. At the same time, some things must be steered in certain directions, which means away from others. As therefore envisaged in this paper, literacy-based information is important because it is better and more reliable means for empowerment. Indeed, Knowledge and information ARE powerful tools, and libraries should conveniently strive to always make both available. It boils down to a matter of intentions, policy and programs.

5 Peaks of Success on the Zimbabwe Scene

The school library horizon in Zimbabwe is dotted with several peaks of success. The first such peak was as a result of the breakthrough that in 1981 brought the service into existence. A policy paper was put out by the Ministry, and the first schools' librarian was subsequently confirmed in her position. As a result, the pace of training programs was accelerated as, prior to 1981, national school library developments tended to be patchy, haphazard, or non-existent. The situation was worsened in the schools that worshipped examination success as an off-shoot of successfully effective teaching, rather than effective learning. Happily, the pendulum is visibly swinging towards the latter. This is because there are so many ex-students with first class passes but who, nonetheless, find it hard to land themselves on the labor market. Quite rightly so, this problem is NOT unique to a developing country like Zimbabwe in the Third World. However, the importance of the impact school libraries can make is that, if properly used, they teach students HOW to think, rather than what to think!¹¹

Secondly, Zimbabwe's first Schools' librarian, J. Smith, tirelessly worked to help bring into existence several positive school-library related alliances. A School Libraries Section was formed, and it affiliated itself to the Zimbabwe Library Association (Z.L.A.) A constitution was drawn, and ratified, and it became an operative document in a "combined-interest" alliance. With Z.L.A. as a mentor, training programs were speeded up. Unfortunately, as time went on, evidence mounted that the Association seemed more interested in "membership dues". As such, what started out as a noble experiment in partnership in a helping alliance later turned into an exploitative one. If anything, therefore, it is important to note that alliances do change, and constant assessment is imperative. To a person without a knowledge about the harbor for which he is making, no

¹⁰M. Jerry Weiss, Ed., From Writers to Students: The Pleasures and Pains of Writing, Newark, Delaware: The International Reading Association, 1979

¹¹C.D. Mparutsa, "Worth Repeating: Where Are the Books?" *ARRAKIS, School Library News*, July 1986, p. 1

wind is the right wind! But change is the only sure thing in life, and positive changes are for the better.

Thirdly, as in many other countries before her, Zimbabwe's independence in 1980 spotlighted a heightened interest from the international community. Thus school libraries also benefitted from several intravenous as well as intravenous injections of aid. The British Council, Third World Publications, the International Book Project, the Ranfurly Organization, the Darien Book Aid Plan as well as the Longmans Publishers in Zimbabwe - - to name just a few - - joined hands and pooled efforts towards the assistance of school libraries. The biggest donation, however, came from the Brother-to-Brother Foundation in Pittsburgh, Pennsylvania. The organization joined hands with the Rotary Club in Harare, and several hundreds of books found their way onto the shelves of school libraries, thanks to the pivotal role that the-then Deputy Minister of Education, the Honorable J. L. Culverwell played, and he still continues to do so. In other words, a belief in school libraries - - coupled with action - - augurs well. Unfortunately, as was the case with Dickens' Oliver Twist, more is always needed.

Outside-circle interest groups have also responded. The State Lottery Trustees, have for the five years since I have been Schools' Librarian given block-grants ranging from \$80,000 to \$110,000.00. The money goes for "seedling" libraries, particularly in the rural schools that, in comparison with their counterparts in the urban areas, are greatly disadvantaged. Education officers as well as Regional Directors help in choosing the recipients, but other schools make their requests directly to the Ministry. In addition, the Beit Trustees have time and time again given sums as large as \$25,000 to individual schools to use in building school libraries. A recent and more interesting development has come into the picture. Noticing how, for example, many such schools might continue to have empty shelves long after the buildings have been completed, the Trustee spokesperson recently made an offer to initiate a pilot project that would stock up a few such libraries. Against the background of the size and scope of what needs to be done, all this might sound as drop-in-the ocean efforts. I would not dispute this. However, the real impact that school libraries can make is an a direct result of quality-inputs, rather than quantitative measures.

Towards the former, finally, the donated books have helped to make relevant workshop courses on stock-building and book selection; classification and cataloging; library publicity; book repairs and maintenance. Without saying much more, all these peaks help to show what rippling effects school libraries can have.

For obvious reasons, on the other side of the same coin, any new library service in any new country cannot totally be one success story after another. I have already mentioned,

for example, how the whole system operates with just one professional schools' librarian: me. You will therefore agree that this certainly represents an unrealistic investment of manpower into an expanding educational system. The school library service could certainly benefit from a sustained cross-fertilization of ideas in a professional library sense. Unfortunately, too, the Schools' librarian has to report to immediate superiors who themselves are not professional librarians. Nevertheless, as in all bureaucratic organizations, they come and go. This hinders rather than helps the system which should now be operating at full throttle, and with greater efficiency. Big as the world is, there will always be something that someone does not know. As a result, the present set-up and arrangements for the service induce Tower-of-Babel¹² communication patterns that result, unintentionally, from a 'key-actor' isolation.

Next, the very idea of being the sole schools' librarian for well over 2 1/2 million students as well as 80,000 teachers necessitates both macro-problem solving approaches as well as micro-ones. But the whole country, as was earlier on mentioned, covers well over 389,000 square miles. It is physically exhausting to have to cover all the nine regions, given the limited financial and material resources for the support of the 'service' and, here and there, more often than not, one has to rely on one's personal resources to get the system unclogged and purposefully moving. In short, a 'missionary' strategy is still very much called for in Zimbabwe. At the same time, job-burnout is inevitable.

As might be appreciated, thirdly, learning is a slow process, but the system suffers from a reliance on untrained librarians. Worse, hardly has line librarian been "in-serviced" than one later finds him at another school where, fortunately or unfortunately, he may no longer be the librarian. Gone are the classification, cataloging, library publicity skills which may have been invested in the person, through well-thought out induction, refresher or workshop courses. Teacher-mobility, in short, dilutes the effectiveness of many conscious calculations which are geared to have some impact on school libraries.

These are only three of the problem-issues that perennially plague an emerging school library service system in a developing country in the third World. Perhaps these are problems that are not in anyway unique to just Zimbabwe alone, or the Third World per se. Nevertheless, I have raised them - - and everything else - - at a forum like this one at an International Association of School Librarianship (IASL) because, collectively together, we can shine searchlights onto the problems and, at the end of it all, perhaps come up with some of the solutions that even faster-speedup the transformation of an oral into a literacy-

¹²A Biblical term with reference to God's calculated intervention-method, when man was trying to build a tower to reach to Him. Different languages were thus introduced to make communication with understanding an impossibility.

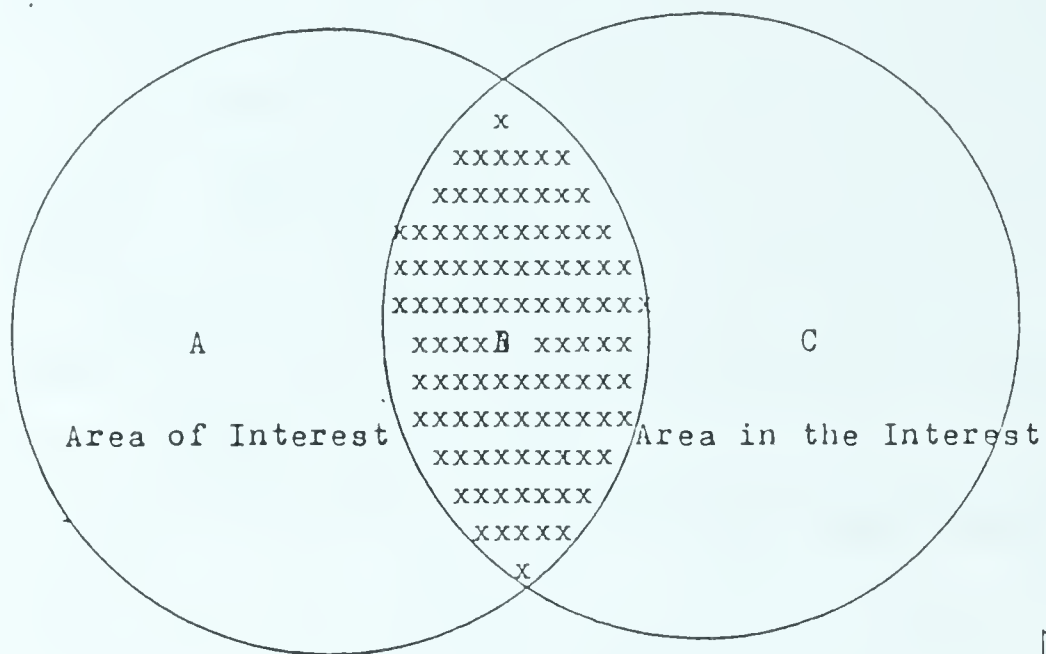
based information community. "Barefoot"¹³ librarians help, and so do "multitype networkings"¹⁴ of methods and approaches. And while it might perhaps be too early to pass a definitive final judgement on the overall success or other wise of innovation, it has nonetheless worked to achieve its initially intended objectives, while at the same time achieving recognition beyond its originally mapped out spheres of influence.

Moreso today than ever before, information has become the "new" capital for the development of individuals, communities as well as nations. Its availability - - particularly in the printed form, which also happens to be more durable as well as cheaper - - can go a long way towards ensuring happiness, progress and prosperity. The school library experience in Zimbabwe has been enriched by the tiered model, as well as quite a number of other information networks that cross office carpets¹⁵ as well as international boundaries. Thanks to International Association of School Librarianship (IASL), I otherwise might not have thought this possible!

¹³ K. Mchombu, "Cummunication for Information to Barefoot Extension Workers." (An unpublished paper that was presented at the Seventh Standing Conference of Eastern, Central and Southern African Librarians (SCESCAL), August 1986)

¹⁴ Phyllis Fisher, "Extending the Carpet: School Libraries Access and the Information Implosion," THE BOOKMARK, vol. 44, no. 3, Spring 1986, pp. 148-151

¹⁵ Ibid.



K E Y

A	Of interest
B	Area of FOCUS!
C	In the Interest

Adapted from Eaton, 1975)

A. FOCUS ON USERS

Bored
Forced
Disruptive
Uncooperative
Disinterested
Unenthusiastic

B. FOCUS ON TEACHER-LIBRARIAN

Pre-occupied with
order-maintenance
Pre-occupied with
routine tasks
Pre-occupied with
with preservation
of resources



THE CYCLE OF EDUCATIONAL
DEPRIVATION

C. FOCUS ON RESOURCES

Few books; few periodicals -- or none
Books with few picture. 'Dense' information? Old stock. Materials -- not fully exploited?

(Adapted: Higginbottom, 1983)

A SUGGESTED LINKAGE-FRAMEWORK FOR INFORMATION AND IMPACT-ORIENTED ACHIEVEMENTS

LEVEL	TITLE / DESIGNATION	ROLE-CODE ⁹	SPECIFICS
1	Minister of Education	Spokesperson "F"	Political-authority figure Has rapport with the 'masses' Has media-attention; use it Assist with library projects
2	Deputy Minister of Education	Makes Useful Contacts "F" "PSOI" "CICI"	Invest personal interest Credibly scouts for support Has media attention Officiates at important functions, e.g. the opening of a new library
3	Secretary for Education	"F" "PSOI" Policy matters "CICI"	Ministry's administrative head Accepts, amends, rejects ideas Signs policy papers to become operational system documents A strategic position-office holder
4	Deputy Secretary (Schools and Services)	Verifier "F"	Assists with final vetting of forwarded ideas Recommends, endorses, questions A conduit for 'high-quality' information
5	Chief Education Officer (Standards Control)	Divisional Head of a Department "F" "CICI"	Link-person, "Bottom-up"; "Up-bottom" Vets information and recommends changes necessary, before forwarding Understands overall 'fit-in' of service in Ministry's structure Responsible for inputs into service (financial) as well as throughput and output -- as overall supervisor
6	Senior Schools Librarian	Resource-Person "B" "F" "UOI" "PSOI" "CICI"	A key-actor, nonetheless isolated (in a professional sense) The only librarian in the educational set-up Conceptualises and articulates needs of service, in terms of manpower, programs, and innovations Generates ideas and courses for in-service programs Needs mental flexibility and ability to adapt and adopt; an acculturator

A SUGGESTED LINKAGE-FRAMEWORK (Cont'd.)

LEVEL	TITLE / DESIGNATION	ROLE-CODE	SPECIFICS
7	Regional Directors	Implement Policy, and Oversee its Success / Failure "PSI")	Geographical heads of regions Initiate, accept, reject projects Facilitate school library programs Prod to ascertain regionally defined progress
8	Education Officers	- Organisers Supervisors "B" "T" "CCI" "CICI"	Links the region to Head Office Liaison personnel who must understand overall library policy intentions or import Establish and maintain 'core' collection Forge useful local library links Ascertain degrees of relevant spending
9	Heads of Schools	Financial Allocators "CICI"	Local 'Ministers' of Finance Assist with local school library plans Approve reasonably good ideas, for implementation
10	Teacher-Librarians	Executioner of Plans "B" "T" "F" "UIO" "PSOI" "TPO"	A vital "man / woman" on the ground Conceptualises links between library and classroom Liaise with Head of School, other teachers, as well as students Organise school library committee Select, order, classify and catalog new materials Maintain useful school library records Canvas for school library support and, budgetwise, know the position, monthly Democratise the school library RESOURCE NUMBER 1 !
11	Students	Major Beneficiaries "B" "T" "UIO" "PSOI"	Organised into library-oriented support-groups Choose monitors, prefects, committee members from among the interested and committed. Recognise publicly their contributions Assign specific duties, in wri-

LEVEL	TITLE / DESIGNATION	ROLE-CODE	SPECIFICS
12	Parents	Outside-In Supporters "CCI" "CICI" "T"	Recognise as important sources of some values students bring to the library -- if positive, water; if bad, weed out Encourage patronage Encourage 'volunteerism' Involve in important school library-related projects Can 'donate' expertise, free time, money and books, etc.
13	Miscellaneous Groups Authors Vendors Donors Publishers Booksellers Illustrators Interest-groups Professional Associations Monitor interests, to positively channel them for the benefit of school libraries!	Sources "F" "CCI" "PSOI"	Give Service on Request (Project 'SOR') as part and parcel of an on-going public relations exercise Respond to needs -- felt, expressed and real
<u>N.B.</u>	Layers 12 and 13 are not really school-oriented groups or people. However, they should not be left out of any useful "conscious- calculated" efforts to achieve impact through tiered school library services.		

SCHOOL LIBRARY STANDARDS IN JAPAN

Mieko Nagakura

Introduction

The "standard" has various meanings. When it is used as a synonym of "criteria", it designates different levels such as maximum or ideal, standard or adequate, minimum or temporary. It is also applied for different purposes such as instructive or directive, and assessing or evaluating purposes. Its influence is different too by what authority it is set up.

In the development of school libraries in Japan, the most effective standard was the one which was set up by the national government for the assessment of defrayment of library expenses from the national treasury. It was so effective that it caused some hindrance to the enhancement of school library serves in each school's own initiative. Another influential one was the standard which appeared in a handbook compiled by the Ministry of Education. This was so popular that it is still known as the standard even after 28 years since its appearance.

Why did the national government play such an important role in the creation and application of school library standards in Japan? The answer can be found in the history of school library development after the World War II.

From 1945 through 1952, Japan was under the four allied occupation forces. The United States, the leader of the Allied Powers had started to study the occupation policy on Japanese education from 1942, and already established the plan of a new education system in Japan under the occupation power by July 1944, a year before the surrender of Japan. The policy was not only to abolish militaristic and ultra-nationalistic education and to punish the wrong Japan had done, but to create a new democratic nation through education.

The enforcement of the policy was much quicker than Japanese government had expected. Between October and December in 1945, the Supreme Commander for Allied Powers (SCAP) issued four important orders on school education. One of them was to cross out militaristic and nationalistic expressions from school textbooks. In all primary schools, children themselves crossed out the chapters, paragraphs and sentences in their authorized textbooks of Japanese language and arithmetics with brush and black ink as their teachers instructed. This extraordinary experience made children recognize the beginning a new era.

In March 1946, the first U.S. Education Mission to Japan arrived in response to a summons by General D. MacArthur. The Education Mission stayed in Japan for nearly a month, and its recommendations centered upon the reform of school education system, with particular emphasis on the abolition of teaching methods to use only one kind of authorized textbook for each subject and to let children recite and memorize the facts in the books without any inquiry and criticism. The Mission also referred to the establishment of school libraries and the use of library materials in several places of the report. In the conclusion of the first chapter of the report "The aims and content of Japanese education", the Mission stated:

"Finally, the educational system will do well to create new interests among students, not only intellectual, but practical and esthetic. Throughout the new programs, libraries and other agencies for self-education will play an important part. In fact, one of the best methods for surmounting an over emphasis on memorization of textbook or dictated materials is to provide access to books and articles representing different points of view".¹

Responding to the Mission's recommendation, the Minister of Education appointed the School Library Advisory Council. The Council compiled and distributed a school library handbook free of charge to all schools in Japan in 1948. In this handbook, the first Japanese school library standard was published.

Why did the U.S. Education Mission put such emphasis on the provision of library services in schools? One of the answers considered appropriate to this question is that Mr. Leon Carnovsky, then Deputy Dean of Library School, University of Chicago, was on the board of School Curriculum and Textbook Committee in the Mission, and it is said that he had a strong influence on the committee members.

Another American Librarian, Dr. Susan Grey Akers, then Head of Library Science Department, University of North Carolina had given her influence to the compilation of the handbook by the School Library Advisory Council. She had taught some members of the Council at the Institute for Education Leadership (IFEL) which was held during the years 1948 - 1951 under the joint sponsorship of the Ministry of Education and the Civil Information and Education Section of General Headquarters, SCAP. The American

¹United States Education Mission to Japan: The Report, submitted to the Supreme Commander for Allied Powers. Tokyo, Japan, March 30, 1946, p. 19.

standard, School Library for Today and Tomorrow² was referred to in her library science sessions together with Fargo's The Library in the School³ and Douglas's Teacher Librarian's Handbook.⁴

Thus, under this strong influence of American librarianship, the Ministry of Education had taken the leadership in the establishment of post-war school library system in Japan.

Development of School Library Standards at National Level

In this section, each Japanese school library standards will be reviewed briefly in chronological order of their establishment.

(1) Standards for Installation of a School Library

In December 1948, a school library handbook, entitled "Gakko Toshokan no Tebiki" was compiled by the School Library Advisory Council, and it was published by the Ministry of Education. This handbook, than as a pamphlet, is the first monograph on school librarianship which was ever published in Japan.

The first section in the second chapter of this handbook is totally devoted to the standards to install a library in a school. The necessity to establish standards is explained as follows,

"The installation of a library in each school is stipulated in Article 1 of the Enforcement Regulations for School Education Law. However, this article does not refer to any quantitative standard for installation of a library. Therefore, it is necessary to provide the standard here as immediate target for accomplishment".⁵

The items treated in this standard are (1) staffing, (2) materials, (3) building and facilities, and (4) finance. As for staffing a library, the standard states the necessity to appoint two kinds of personnel, e.g. teacher librarian and clerk irrespective of library sizes. As for materials, the scope, the quantity and the collection structure of a school library are defined. It is recommended that a school must have at least three volumes of books per student, and five to ten volumes in the future. As for library facilities, the standard advises to acquire a least one library room with the capacity to hold from 5% to 15% of total enrolled students. It is unique that the standard recommends to seek sources of library

²American Library Association. Committee on Post-War Planning: School Libraries for Today and Tomorrow. Chicago, A.L.A., 1945.

³Fargo, L. F.: The Library in the School. Chicago, A.L.A., 1947

⁴Douglas, M.P.: Teacher-Librarian's Handbook. 2nd ed. Chicago, A.L.A., 1949.

⁵Japan. Ministry of Education: Gakko Toshokan no Tebiki. Tokyo, Shihan Gakko Kyokasho co., 1948, p. 6-7

revenue, not only in public fund, but also in the donations from P.T.A. and some supporting organizations even at public schools.

(2) Standards of the School Library Advisory Council

In July 1949, the Council submitted a report in response to the inquiry from the Minister of Education on the establishment of a school library system in a democratic country. The reports, entitled as "Gakko Toshokan Kijun - Toshin" is the revised version of the first standard, and it is accompanied with a proposal to the Minister of Education to install a library in every primary and secondary school in Japan as fast as possible through the legislation of School Library Law.

In the proposal part, the Council recommended to legislate (1) subsidy from the National Treasury for library book expenditures in all public schools (2) certification and service regulations of teacher librarians, (3) college level certificate courses of school library science, and (4) appointment of school library advisors in the national and local governments.

In the standard part, the Council advised to appoint a full-time teacher librarian in every school irrespective of school sizes. Beside this, the standardized library management, e.g. the adoption of pen access system, the application of Japan Decimal Classification system and Japan Cataloging Rules for material organization were proposed. As for finances, the Council stated that all library expenses shall be provided, as a rule, from the public funds only. At this point, this standard is much improved from the one which appeared the previous year. In the postscript of the standard, it was suggested that this be accomplished within three years.

This standard is considered as the most ideal one, in principle, among the school library standards which have ever been created in Japan. If all the proposals made by the Council in this report were realized in legislature and national standard, school libraries in Japan would have much less problems than they face now.

(3) School Library Standards (Proposal by Ministry of Education)

In August 1953, the School Library Law passed the Diet as Law No. 195. Even though the Ministry of Education was quite reluctant to this legislation, the law was enacted due to the enthusiastic lobbying by teachers and parents through one million letters to the Diet members.

In November, the Primary and Secondary Education Bureau of the Ministry of Education issued a circular in which a school library standard was proposed as the guidelines for library programs in an independent country. Japan had restored her independence this year.

This proposal is the prototype of "Japan School Library Standard" which is known as the standards today. The text of the Japan School Library standard is exactly the same as the text of the proposal, except two tables of quantitative standards which are new additions.

(4) Required Standards for School Library Facilities

In May 1954, the Ministry of Education proposed "Gakko Toshokan Setsubi Hitsuyou Kijun" or "Required standards for school library facilities". These are the quantitative standards for book collection, shelves, chairs and tables, card catalog cabinets, magazine racks, newspaper stands and etc. The Study Committee on the Standards for School Library Facilities in the Ministry of Education had developed these standards as the assessment measures for the amount of national subsidy which shall be provided through the Enforcement Ordinance of the school Library Law. The Committee suggested two levels of standards, e.g. advisable and minimum. Since minimum level has been adopted as the gist of the standards proposed by the School Library Council, this quantitative standard as a whole was not actually utilized. The School Library council is the legal agency established in 1953 in accordance with Chapter 2 (Article 8 to 12) of the School Library Law.

(5) Standards of the School Library Council

In October 1954, two standards were proposed by the School Library Council whose responsibility was to deliver the quantitative standards to the Minister of Education as the bases of the ordinance on school library subsidy from the National Treasury.

Part one of "Gakko Toshokan Shingikai Toshin no Kijun" or "Standards of the School Library Council" is exactly the same as the attached Table One of Japan School Library Standards. Part two of the standards is called "Shichoukaku no Setsubi ni kansuru Kijun" or "Standards for audio-visual equipments", and this is the same as the attached Table Two of Japan School Library Standards. This latter part was developed by the Audio-Visual Education Section of the Ministry of Education at the request of the School Library Council. Both of these tables are attached to this paper in the appendix section.

(6) Standards in the Enforcement Ordinance of School Library Law

In December 1954, "Seirei Kijun" or "The Ordinance Standards" were promulgated as the estimating standards for the national subsidy to school libraries. These standards were based on the proposals by the School Library Council which were already mentioned in the above section (5). Only the costs of library books, shelves and card catalog cabinets are the objects of the subsidy.

On May 6, 1958, the ordinance was amended so as to apply only to senior high schools. At present, the subsidies for book expenses are made to primary and junior high

schools through the provision of the Law Concerning the National Treasury's Share of Compulsory Education Expenses.

(7) Japan School Library Standards

In January 1959, the Ministry of Education published the second edition of the school library handbook, entitled "Gakko Toshokan Unei no Tebiki" or "Handbook of School Library Administration".⁶ This completely revised and enlarged edition had spent 20 pages for the standards and their interpretation, out of about 500 pages. The standards expressed here are complete, and they refer to every aspect of school library administration from qualitative and quantitative points of views. They are instructive or directive in nature, and so have no power on administrative mandatory execution. These standards are known as Japan School Library Standards of which the English translation appears in the appendix of this paper.

This handbook of 1959 also contains "Gakko Toshokan Shisetsu Setsubi Kijun" or "Standard for school library buildings and equipments". This is the summary of several standards published concerning school library facilities and is tabulated in one table. The table designates three levels according to school sizes.

(8) Standards Used for National Survey of School Libraries

In April 1961, the Ministry of Education conducted a full unabridged national survey of all school libraries in Japan. The standards used as the appraisal scheme for the survey results were "Gakko Toshokan Shisetsu Toukei Chousa Kijun" or "Standards Used for the Specified Statistical Survey by the Ministry of Education, No. 74". These standards were exactly the same in the quantities as designated on the attached table one and two of Japan School Library Standards. Since then, the Ministry has not conducted any nationwide survey of school libraries until today.

(9) The Essentials for the Accomplishment of School Library Functions

In April 1963, the Ministry of Education published the third edition of the school library handbook in which the word "standards" was completely eliminated. It was said to be unsuitable to publicize the standards in the handbook if the government was not able to subsidize all schools, both public and private, in Japan to attain the levels specified in the standards. Therefore, the title was changed to "the essentials" from "the standards" in the third edition. In spite of the title change, the whole text of the standards in the second edition was retained in the third edition except the portion on library personnel. The staffing standard was eliminated completely and the paragraph on library personnel in the essentials simply reads as follows.

⁶Japan. Ministry of Education, Science and Culture: Gakko toshokan Unei no Tebiki. Tokyo, Meiji Tosho, 1959. Standards: p. 30-44

"It is to be desired that a school library appoint a teacher-librarian who handles professional duties as a teacher and library clerks who support teacher librarian and do clerical jobs in the library. It is necessary to make special arrangement for the working load of library staff, if the library is going to take whole or a part of responsibilities to manage and administer audio-visual materials and apparatus."⁷

After the publication of the third edition, the Ministry of Education has kept complete silence on school library standards up to present.

(10) School Library Quantitative Standard for Book Collection

In 1974, the Japan School Library Association had edited and published a special issue in their journal on "the investigation of school library standards". In this issue, the School Library Advisor of the Ministry of Education had contributed an article in which he had suggested a compilation of a new standard by non-governmental agencies, such as Japan School Library Association.

Responding to this opinion, the Japan School Library Association assigned a committee to establish the standards. A part of their standards was published in December 1977. This part was called "Gakko Toshokan Kijun - Toshō Shiryou" which means "Quantitative standards for school libraries - Book collection".

In this standard, the minimum number of titles for a basic school library collection is 600 titles for primary, 750 titles for junior high and 1,000 titles for senior high schools, irrespective school sizes. These standards are higher on primary school level, slightly higher on junior high school level, and the same on senior high school level, compared to those of Japan School Library Standards of 1959 which were issued by the Ministry of Education.

What is new in this standard of Japan School Library Association is that the minimum volumes of a library book collection are settled as 5,000 volumes for primary school, 7,000 volumes for junior high school, and 10,000 volumes for senior high school. Volume numbers increase as student enrollment increases.

The Association has not yet established any other part of their quantitative standard.

⁷Japan. Ministry of Education, Science and Culture: Gakko Toshokan no Kanri to Unyou. Tokyo, Toyokan Shuppan, 1963, P. 13. The Essentials: p. 13 - 17.

Characteristics of Japanese Standards

Most of 10 standards reviewed so far are quantitative and enumerative, but not qualitative. To this point, the School Library Advisor of the Ministry of Education referred in one of his journal articles as follows,

"The role of characteristic of our school library standards is different from those of America or other developed countries such as Canada and Australia. Our qualitative standards are referred in many places of the school library handbooks which are compiled by the Ministry of Education. In other words, the handbooks themselves are our national standards for school library programs."⁸

Since 1977, not any school library standards at the national level have been established in Japan. Then, are there any possibilities for the revision of existing standards? As to the standards by the Ministry of Education, the possibility seems quite slim. As long as schools expect subsidies from the National Treasury in order to attain the quantitative standards for library materials, facilities and personnel, the Ministry of Education will not make any revision of their standards. It is because the national government presently does not have enough interest to subsidize school library programs. The national policies of school education now in Japan put emphasis on the internationalization of children's interest and on the introduction of new technology into teaching methods. In these emphasized areas, the school library in Japan plays a very small role. The internationalization is somewhat relevant resource-wise in a school library program, but the introduction of new technology means CAI, CMI or computer education. School libraries in Japan have just started to utilize personal computers for library housekeeping and simple information search in a few demonstration schools. Most of the library programs are still traditional.

Another characteristic of Japanese standards is simplicity. Objectives and functions of school library are stated in abstract principles, and not detailed in actual programs and services. They cannot be standards, but rather they are constitution in nature.

Summary

The Concept of school library standards was introduced by Americans in Japan as a part of post-war educational reform. Once they were established in the 1950's as quantitative standards by the national government, they played an important role in facilitating all

⁸Izawa, Jun: "Gakko Toshokan Kijun no 15 no shitsumon ni kotaeru" (The answers to 15 questions on Japan School Library Standards), Gakko Toshokan, No. 282, April 1974, P. 15 - 23.

schools to have libraries in short period. Since the school library standards had started as administrative appraisal schemes for the national government subsidies, local governments have taken it for granted that the national standards are their assessment basis for school library budgets. The national standards put, in a way, a harness on individual schools to establish quality service and to develop programs on each school's initiative with a flexible budget standard.

Qualitative standards in Japan are so abstract that they hardly arouse the need of the revision. Effective school library standards should be practical and substantial, and revised continuously in accordance with the innovations in school education and the progress of teaching medias and technology. The history of school library standards in Japan may illustrate this principle from a negative side.

APPENDIX

JAPAN SCHOOL LIBRARY STANDARDS

(Announced by the Ministry of Education in 1959)

A. General Principles

1. School library is an essential instrument of school education, and its aim is consistent with basic aim of school education.
2. The following three essential elements constitute a school library.
(1) Librarians (2) Library materials (3) Library facilities
3. The national government and local boards of education are fundamentally responsible to establish and to foster school libraries.

B. Functions

1. School library is a service agency.
It has to contribute to the development of school curriculum, to provide necessary materials to pupils and teachers as their needs arise, and also to serve pupils to enrich their education and to cultivate their taste.
2. School library is an instructional agency.
It has to help pupils to acquire their skills for effective use of libraries, to cultivate their reading habit through reading guidance, and to practice social and democratic attitude by their use of libraries.

C. School Library Personnel

1. School libraries are staffed with teacher librarians and clerks.
 - (1) Schools with an enrollment of less than 450 pupils post a part-time teacher librarian. Large schools with an enrollment of over 450 pupils need a full-time teacher librarian.
 - (2) Schools with an enrollment of less than 900 pupils post a full-time clerk. Schools with more than 900 but less than 1800 pupils post 2 clerks. Large schools with over 1800 pupils post 3 clerks.
Library clerks must acquire professional knowledge and skills.
2. Teaching load of a part-time teacher librarian shall be under 10 hours per week.

D. School Library Materials

1. Kinds of materials.

School library collection includes not only books, but magazines, newspapers, pamphlets, leaflets, clippings, maps, pictures, post cards, photographs, kamishibai (paper picture story show), films; slides, disc records, other audio-visual materials, and materials produced by pupils.

2. Selection.

- (1) To consult reliable catalogs.
- (2) To establish and follow definite criteria of material selection.
- (3) To establish definite standards for weeding, and to weed and replace materials according to the set up standards.

3. Collection development.

- (1) To acquire materials and to form with them a well balanced and unbiased collection in order to cope with various needs of pupils and teachers.
- (2) To prepare a basic collection, including ready reference books such as dictionaries, encyclopedias, almanacs, statistics, biographical and geographical dictionaries, maps and picture dictionaries, in the following quantities.

For primary schools	500 titles
For junior high schools	700 titles
For senior high schools	1,000 titles
- (3) It is generally needed to provide 5 volumes per pupil to form a book collection. Standard for the size of book collection in proportion to school levels and pupil enrollment are shown in Attached Table I "Standards for Book Collection and Equipments".
- (4) To add annually more than one volume for every 2 pupils.
- (5) To acquire duplicate copies of titles at need.
- (6) To set up at each school a subject field apportion scale of book collection in consideration of the school's curriculum and community situations therein with reference to the scale shown in the following table.

NDC Code	School Levels Subject Fields		Primary Schools	Junior High Schools	Senior High Schools
000	General Works		5 %	7 %	8 %
100	Philosophy & Religion		2 %	3 %	5 %
200	History		15 %	14 %	13 %
300	Social Sciences		9 %	10 %	10 %
400	Natural Sciences		13 %	15 %	15 %
500	Technology		5 %	5 %	5 %
600	Industry		5 %	5 %	5 %
700	The Arts		5 %	7 %	7 %
800	Language		2 %	5 %	7 %
900	Literature		20 %	29 %	25 %
	Picture Books		16 %	—	—
	T o t a l		100 %	100 %	100 %

(7) For magazines, it is necessary to provide approximately 15 titles for primary schools, 20 titles for junior high schools, and 30 titles for senior high schools with an enrollment of more than 901 pupils. In schools with an enrollment of less than 900 pupils, approximately 10 titles for primary, 15 titles for junior high, and 20 titles for senior high schools are needed.

- (8) For audio-visual materials, it is recommended to adopt Attached Table II "Standards for Audio-visual Equipments".

E. Organization of Library Materials

1. In order to give the best possible service to both teachers and pupils, to organize all of library materials.
2. To use Japan Decimal Classification System (NDC) for book classification. To use Japan Cataloging Rules (NCR) for entries of catalog cards. On the application of NCR, the levels and the sizes of schools should be taken into consideration.
3. For library use, to compile shelf catalog.
4. For public use, to prepare subject heading, title and author catalogs respectively. In compilation of these catalogs, the first priority shall be given to subject heading catalog.
5. For the preparation of subject heading catalog, to use special subject heading lists of school libraries.

F. Building and Equipment

1. Building.

- (1) It is recommended to locate school library at convenient site for educational activities, and library rooms shall be used solely for library purposes.
- (2) In all schools, the reading room should be large enough to seat 10% of its pupils. Dimensions for the reading room shall be calculated by allowing 2.18 square meters per pupil. The minimum capacity of the reading room should be one class of pupils.
- (3) Adding to the reading room, librarian's office and study room shall be installed in the library. If school can afford, audio visual room (group viewing and listening room) shall be installed. When designing a school library, it is advisable to pay attention to ventilation, lighting, acoustics and color arrangement and tone in the rooms.

2. Equipment.

- (1) Besides book stacks, reading tables and chairs, school library is furnished with circulation desk, office desks, work tables, magazine racks, newspaper stand, book display case, supply cupboard, showcase, catalog cabinet, filing cabinets, book-binder's tools, commode for audio-visual materials and etc.
- (2) Bulletin board, black board, sink, heat source, wash stand and etc. are installed in the library.
- (3) To decorate library room appropriately.
- (4) The standards for equipment in accordance with school levels and pupil enrollment are recommended in Attached Table I "Standards for Book Collection and Equipments".

G. Expenditures

1. School library should be maintained and administered at public expenses.
2. Irrespective of revenue sources, school library shall keep a special accounts.
3. The amount of annual ordinary expenditures per pupil shall be as follows.
For primary schools, more than 250 yen
For junior high schools, more than 350 yen
For senior high schools, more than 450 yen
Salaries(personnel expenses), costs for special installation and for audio-visual materials are not included in the above ordinary expenditures.
4. Ordinary expenditures shall be apportioned at the ratios as shown below.

Book budget	55 %
Periodical subscriptions	15 %
Binding budget	18 %
Budget for fixtures	5 %
Budget for expendables	5 %
Miscellaneous expenses	2 %
T o t a l	100 %

II. Management

1. For school library management, to pay special attention to the following points.
 - (1) Should endeavour to make school library a central agency of learning activities and a place of recreation.
 - (2) Should manage school library on purpose with consistency.
 - (3) Should manage school library conforming to school levels and sizes, and special requirements of the community therein.
2. To determine to manage school library harmoniously through the establishment of necessary committees.
3. To appoint pupil's library committee members, and to let them participate in the management and services of school library actively.
4. To adopt open access system in the library.
5. To circulate library materials, and to encourage home use of materials by pupils.
6. To administer classroom deposits and collections of books and other materials in classrooms and faculty study rooms as the indispensable parts of a school library.
7. To enlighten pupils and teachers on school library programs through public relations and meeting activities.
8. To admit community people to use school library to the extent in which school management is not interfered.
9. To keep close relationship with other school libraries, public libraries, community centers, museums and other cultural institutions.
10. To evaluate various aspects of school library program, and to improve the program based on the results of evaluation.

I. Library Skills Instruction

1. In order to encourage the use of books and libraries, it is recommended to give instructions to pupils in the following areas.
 - (1) Introduction to the school library
 - (2) History and present state of books and libraries
 - (3) Library citizenship and hygiene of reading
 - (4) Structure of a book and handling of books

- (5) Book selection
 - (6) Classification and arrangement of library materials
 - (7) Catalog of books
 - (8) Use of dictionary, encyclopedia and index
 - (9) Use of yearbook and statistics
 - (10) Use of newspapers and magazines
 - (11) Use of information files
 - (12) Handling and use of audio-visual materials
 - (13) Arts of reading
 - (14) Making bibliographies and taking notes
 - (15) Use of reading and cultural facilities in the community
2. Library skills instruction should be given systematically and purposefully at each primary and secondary school in relation to curricular and extra-curricular activities.
3. All teachers of the school shall engage in the instruction of library skills, and teacher librarian shall lead teachers in such instruction.

TO BE FOLLOWED BY ATTACHED TABLES.

ATTACHED TABLE I: STANDARDS FOR BOOK COLLECTION AND EQUIPMENTS

Table 1. Primary school

Table 2. Junior high school school

Table 3. Senior high school school

Table 4. School for the blind (Omitted in this paper.)

Table 5. School for the deaf (Omitted in this paper.)

ATTACHED TABLE II: STANDARDS FOR AUDIO-VISUAL EQUIPMENTS

Table 1. Primary school

Table 2. Junior high school school

Table 3. Senior high school school

Table 4. School for the blind (Omitted in this paper.)

Table 5. School for the deaf (Omitted in this paper.)

ATTACHED TABLE I: STANDARDS FOR BOOK COLLECTION AND EQUIPMENTS

1. Primary School

A = Actual number of pupil enrollment.

Figures in parenthesis () = Maximum number.

Pupil Enrollment Articles	I 1 ~ 100	II 101 ~ 1000	III 1001 ~ 2000	IV 2001 ~ 3000	V Over 3001	Standard Size	Unit Price	Remarks
Books (volumes)	500	$V=500+3 \times (A-100)$ (3, 200)	$V=3200+2 \times (A-1000)$ (5, 200)	$V=5200+1 \times (A-2000)$ (6, 200)	6, 200		200Yen	
Book Shelves	3	$V \div 200$ (16)	$V \div 200$ (26)	$V \div 200$ (31)	31	Width 90cm 5 shelves	4, 500 Yen	Capacity: 1 shelf = 40 vol. 5 shelves = 200 vol.
Reading Tables	2	$T=2+2 \times \{(A-100) \div 300\}$ (8)	$T=8+2 \times \{(A-1000) \div 200\}$ (18)	$T=18+1 \times \{(A-2000) \div 200\}$ (23)	23	90cm×180 cm	8, 500 Yen	One table seats 6 pupils.
Chairs	12	$T \times 6$ (48)	$T \times 6$ (108)	$T \times 6$ (138)	138		1, 200 Yen	Individual chair.
Card Catalog Cabinet (drawers)	2	$3 \times V \div 800$ (12)	$3 \times V \div 800$ (20)	$3 \times V \div 800$ (24)	24	Inside width of drawer 36cm	800Yen	3 cards per book, 800 cards per cabinet drawer.
Circulation Desk	1	2	3	4	4	90cm	8, 000 Yen	
Circulation Chair	1	2	3	4	4		2, 000 Yen	
Book Binding Tools	1	1	1	2	2	1 set	5, 000 Yen	Pressing machine, Cutting, Sewing, Binding, Packing and Perforating tools, etc.
Newspaper Stand	1	1	1	1	1		1, 500 Yen	
Magazine Rack	1	1	2	3	3		5, 000 Yen	
Vertical File Cabinet	1	1	2	3	3	Wooden 4 drawers	1, 5000 Yen	

ATTACHED TABLE I: STANDARDS FOR BOOK COLLECTION AND EQUIPMENTS

2. Junior High School

A = Actual number of pupil enrollment.

Figures in parenthesis () = Maximum number.

Pupil Enrollment Articles	I 1 ~ 100	II 101 ~ 1000	III 1001 ~ 2000	IV 2001 ~ 3000	V Over 3001	Standard Size	Unit Price	Remarks
Books (volumes)	600	$V=600+4 \times (A-100)$ (4, 200)	$V=4200+2 \times (A-1000)$ (6, 200)	$V=6200+1 \times (A-2000)$ (7, 200)	7, 200		250Yen	
Book Shelves	3	$V \div 210$ (20)	$V \div 210$ (30)	$V \div 210$ (35)	35	Width 90cm 6 shelves	5,000 Yen	Capacity: 1 shelf = 35 vol. 6 shelves = 210 vol.
Reading Tables	3	$T=3+2 \times \{(A-100) \div 300\}$ (9)	$T=9+2 \times \{(A-1000) \div 200\}$ (19)	$T=19+1 \times \{(A-2000) \div 200\}$ (24)	24	90cm \times 180 cm	8,500 Yen	One table seats 6 pupils.
Chairs	18	$T \times 6$ (54)	$T \times 6$ (114)	$T \times 6$ (144)	144		1,200 Yen	Individual chair.
Card Catalog Cabinet (drawers)	3	$3 \times V \div 800$ (16)	$3 \times V \div 800$ (24)	$3 \times V \div 800$ (27)	27	Inside width of drawer 36cm	800Yen	3 cards per book, 800 cards per cabinet drawer.
Circulation Desk	1	2	3	4	4	90cm	8,000 Yen	
Circulation Chair	1	2	3	4	4		2,000 Yen	
Book Binding Tools	1	1	1	2	2	1 set	5,000 Yen	Pressing machine, Cutting, Sewing, Binding, Packing and Perforating tools, etc.
Newspaper Stand	1	1	1	1	1	90cm	1,500 Yen	
Magazine Rack	1	1	2	3	3	90cm	5,000 Yen	
Vertical File Cabinet	1	1	2	3	3	Wooden 4 drawers	1,5000 Yen	

ATTACHED TABLE 1: STANDARDS FOR BOOK COLLECTION AND EQUIPMENTS

3. Senior High School

A = Actual number of pupil enrollment.

Figures in parenthesis () = Maximum number.

Pupil Enrollment Articles	I 1 ~ 200	II 201 ~ 1000	III 1001 ~ 2000	IV 2001 ~ 3000	V Over 3001	Standard Size	Unit Price	Remarks
Books (volumes)	1,400	$V=1400 \div 5 \times (A-200)$ (5,400)	$V=5400 \div 3 \times (A-1000)$ (8,400)	$V=8400 \div 1 \times (A-2000)$ (9,400)	9,400		300Yen	
Book Shelves	8	$V \div 180$ (30)	$V \div 180$ (47)	$V \div 180$ (53)	53	Width 90cm 6 shelves	5,000 Yen	Capacity: 1 shelf = 30 vol. 6 shelves = 180 vol.
Reading Tables	5	$T=5+1 \times \{(A-200) \div 200\}$ (9)	$T=9+2 \times \{(A-1000) \div 200\}$ (19)	$T=19+1 \times \{(A-2000) \div 200\}$ (24)	24	90cm × 180 cm	8,500 Yen	
Chairs	30	$T \times 6$ (54)	$T \times 6$ (114)	$T \times 6$ (144)	144		1,200 Yen	
Card Catalog Cabinet (drawers)	6	$3 \times V \div 800$ (21)	$3 \times V \div 800$ (32)	$3 \times V \div 800$ (36)	36	Inside width of drawer 36cm	800Yen	3 cards per book, 800 cards per cabinet drawer.
Circulation Desk	1	2	3	4	4	90cm	8,000 Yen	
Circulation Chair	1	2	3	4	4		2,000 Yen	
Book Binding Tools	1	1	1	2	2	1 set	5,000 Yen	Pressing machine, Cutting, Sewing, Binding, Packing and Perforating tools, etc.
Newspaper Stand	1	1	1	1	1	90cm	1,500 Yen	
Magazine Rack	1	1	2	3	3	90cm	5,000 Yen	
Vertical File Cabinet	1	1	2	3	3	Wooden 4 drawers	1,500 Yen	

ATTACHED TABLE II: STANDARDS FOR AUDIO-VISUAL EQUIPMENTS

1. Primary School

Articles	Pupil Enrollment	I 1 ~ 100	II 101 ~ 1000	III 1001 ~ 2000	IV 2001 ~ 3000	V Over 3001	Unit Price (yen)	Remarks
Picture Story Show Cabinet		1	1	1	1	1	2,000	
Disc Record Cabinet		1	2	3	3	3		Capacity: One cabinet holds 100 discs.
Slide or Film Cabinet		1	2	3	3	4	5,000	Capacity: One cabinet stores 100 rolls.
Exhibit Case		1	1	1	1	1		Covered with glass board.
Picture Story Show Case		1	2	4	4	5		
Slide Projector: Large		1	1	1	1	2		
: Small		—	2	2	3	3		
Slide Viewer		—	1	1	1	1		
Overhead Projector		—	1	1	1	2		
16 mm Film Projector		—	1	1	1	1		
Blackout : Fixed type		—	1	2	2	2		
Curtain : Portable type		1	2	2	3	3		
Screen: Fixed type		—	1	1	2	2		
: Portable type		1	2	2	2	3		
Radio Set (set)		1	3	3	3	6		
Portable Radio Set		—	1	2	2	2		
Television Set		1	3	6	9	9		
Tape recorder		1	2	2	3	3		
Recording Tapes (rolls)		5	10	15	15	15		One roll of tape records for 15 minutes.
Record player		1	2	3	3	3		
Earphones		2	3	5	5	5		With attachments.

ATTACHED TABLE II: STANDARDS FOR AUDIO-VISUAL EQUIPMENTS

2. Junior High School

Articles	Pupil Enrollment	I 1 ~ 100	II 101 ~ 1000	III 1001 ~ 2000	IV 2001 ~ 3000	V Over 3001	Unit Price (yen)	Remarks
Picture Story Show Cabinet		—	—	—	—	—		
Disc Record Cabinet	1	1	2	3	3	3		Capacity: One cabinet holds 100 discs.
Slide or Film Cabinet	1	1	2	3	3	3		Capacity: One cabinet stores 100 rolls.
Exhibit Case	1	1	1	1	1	1		Covered with glass board.
Picture Story Show Case	—	—	—	—	—	—		
Slide Projector: Large	1	1	1	1	1	1		
: Small	—	—	1	1	2	2		
Slide Viewer	1	1	1	1	1	1		
Overhead Projector	1	1	1	1	2	2		
16 mm Film Projector	—	—	1	1	1	1		
Blackout : Fixed type	—	—	1	1	1	2		
Curtain : Portable type	1	1	2	2	2	2		
Screen: Fixed type	—	—	1	1	1	2		
: Portable type	1	1	1	2	2	2		
Radio Set (set)	1	1	2	2	2	2		
Portable Radio Set	—	—	1	2	2	2		
Television Set	1	1	3	4	6	6		
Tape recorder	1	1	1	2	2	2		
Recording Tapes (rolls)	5	5	5	10	10	10		One roll of tape records for 15 minutes.
Record player	1	1	1	2	2	2		
Earphones	2	2	3	5	5	5		With attachments.

ATTACHED TABLE II: STANDARDS FOR AUDIO-VISUAL EQUIPMENTS

ATTACHED TABLE II: STANDARDS FOR AUDIO-VISUAL EQUIPMENTS

SCHOOL LIBRARIES: A SYSTEMATIC APPROACH TO STAFF DEVELOPMENT

Jean Baptist
Gerald R. Brown

PREAMBLE

Winnipeg School Division No. 1 is an urban school division with 80 schools serving a population of approximately 33,000 students, nursery to grade 12. The instructional staff totals approximately 2,400. Divisional support staff include 32 content and process consultants with responsibility for staff development in relation to Division priorities.

All schools have central libraries staffed by teacher librarians and technical/clerical support staff. Staffing allotments are full-time or part-time, based on enrollment and local needs. For 1987-88 the total school library staff in the division is 65 teacher librarians, 13.5 library technical assistants and 39.5 library clerks.

In addition, the division has a central library resource centre which provides both technical and professional development support for library programs and staff. The Teachers Library and Resource Centre (T.L.R.C.) is staffed by a Chief Librarian and a Library Media Services Consultant, with a technical services team consisting of two (2) professional and twenty-six clerical positions.

Schools are given a designated budget, based on enrollment, for library materials. In addition, other budgets may be used to purchase library materials, at the discretion of the principal. Selection is the responsibility of the professional staff at the school. Ordering, acquisition and cataloguing are handled centrally by the Teachers Library and Resource Centre. A large professional reference library provides significant support to school staff. A Film, Video and Kit Collection of approximately 3,000 items is heavily circulated via daily courier service. Two equipment repair technicians service all formats of audio visual and computer equipment in the system.

Teachers in Manitoba are allotted eleven professional development days per year. Winnipeg School Division No. 1 allows members of special interest groups, such as librarians, to reserve three of these days for sessions organized by divisional consultants in their specialty area. This commitment by the division supports a comprehensive professional development program for library media personnel which aims to apply the principles of effective staff development identified below.

PRINCIPLES OF EFFECTIVE STAFF DEVELOPMENT

Principles of effective staff development programs, as identified by the Rand study, include:

- collaborative planning
- initial training activities with long-term support for implementation
- instructional leadership
- active participant involvement in learning.

Wood and Thompson, writing in Educational Leadership, October 1982, emphasizes the importance of a comprehensive staff development program including organization development, consultation, communication and coordination, leadership and evaluation as well as inservice education.

RATIONALE

The current professional development program for library media staff in Winnipeg School Division No. 1 is the result of a systematic approach to staff development that has been in place since 1965. Over this twenty-three year period the principles of effectiveness identified above have gradually become an integral part of the staff development program.

This has been accomplished on a limited professional development budget largely through the utilization of the skill, talent and energy of people within the Division. An analysis of this program provides a unique opportunity to identify significant stages of growth, based on principles of effective staff development. This analysis may help other systems develop long range plans for staff growth and change. Opportunity is provided to analyze this paper in terms of long term implications and trends or patterns in the staff development process.

HISTORICAL PERSPECTIVES

1962-63

School library staffing consisted of part-time teacher librarians in secondary schools only. In 1963 a Supervisor of Libraries, Harry Newsom, was appointed to devote full-time to the advancement of library programs.

1964-65

The division's librarians voluntarily gave up their materials budget increase for one year in order to provide funds to establish a Library Service Centre (L.S.C.), initially staffed by the Supervisor of Libraries and six clerks. From the beginning the LSC had a dual mandate:

- to provide technical support to school libraries in the system through ordering, cataloguing and processing services.
- to assume responsibility for professional development of library staff in the system.

Institutional leadership has been consistently exercised by the LSC over the past twenty years. This leadership began with the publication of the "Newsom Report" in 1964. This study of existing facilities with recommendations for action included both short term and long range objectives designed to build a total library program in support of developing educational programs.

In 1965 a Library Service Advisory Committee was established. Through this committee, which functioned until 1967, superintendents, school administrators, program supervisors, classroom teachers and the public library system had input into the formulation of library policy development for the division.

Two professional positions were added at the L.S.C., an Assistant Supervisor of School Libraries, Nan Florence, and a cataloguer, Gerald Brown. School library staffing was extended to the elementary level with the first elementary teacher librarian, Mickey Bastick, working in four schools per week.

A professional development program was initiated with the organization of monthly inservice education meetings which were held outside of school hours, from 7:00 p.m.- 9:00 p.m. Program topics focused solely on issues related to the organization and administration of a school library, for example:

- Reference tools
- Sears Subject headings
- Organizing a pamphlet file
- Book selection

Both content and delivery systems for this inservice program have changed significantly over twenty years.

1966-67

A number of staffing changes occurred in this period. Harry Newsom, then Supervisor of School Libraries, accepted a position in another province. Nan Florence and Gerald Brown were appointed Supervisor and Assistant Supervisor, respectively, with the positions later being reclassified to Chief Librarian and Assistant Librarian. The pattern of expanding school library staffing to meet program needs was established. Regular clerical assistance was provided on a part-time basis to enable teacher librarians to devote more time to professional tasks such as personal service to students and consultation with teachers. The first library and technical assistant, William Stewart, was appointed to

provide audio visual services support to teacher librarians. In addition, the number of teacher librarians at the elementary level was increased to three (3) people working in nine (9) schools.

The staff development program was responsive to these changing staff patterns. The L.S.C. provided both orientation and inservice training for library clerks as well as orientation sessions for new librarians. Administrative support was obtained for holding monthly inservice study sessions for the professional staff from 3:00 p.m. to 5:00 p.m. using one hour of in-school time and one hour of personal time. Study sessions began to address educational program issues as well as administrative concerns. Active participant involvement took the form of oral book reviews and activity reports. Meeting agendas became more structured with three clearly defined sections:

- Administrative matters
- Program topic
- Oral book reviews.

The staff development program also moved beyond the provision of in-service education for library staff to become more comprehensive in nature. Professional staff at the L.S.C. provided consultation at the school building level for librarians, administrators and teachers as well as conducting workshops for school staffs and other groups. Organization development, communication and coordination functions were fulfilled by a number of activities:

1. Detailed job descriptions were developed which analyzed the complementary roles of the teacher librarian, library technical assistant and library clerk.
2. A library personnel handbook was compiled from existing documents and working papers used in training programs. This handbook, which was distributed to all school libraries in the division, included sections on
 - program goals
 - job descriptions
 - technical procedures.
3. A monthly newsletter was distributed to all schools in the division as part of the Bulletin from the Chief Superintendent's office.
4. The services of the L.S.C. were expanded to include a Reference Library with a loan collection of professional materials, a Materials Collection with expensive curriculum related kits, Canadiana, Manitobiana, etc. and a Display Library to assist schools in the selection process.

1968-69

The growing impact of multi-media resources on educational programs was recognized by the appointment of an Audio Visual Coordinator, Don Vickers, in 1968 and the establishment of a centralized film loan service in 1969.

Study sessions became more individualized as participants were "streamed" into three groups:

- beginners (regardless of their background or training in other systems)
- first and second year people
- "senior" staff.

This entailed organization of three study sessions per month. Administrative support was obtained for designating Day 5 of the 6-day school cycle for librarians' study sessions. Active participant involvement was extended beyond the actual study session with more direct follow-up, observation, and feedback in the schools. Oral book reviews were replaced by typed reviews which were submitted prior to the study session. The L.S.C. compiled the reviews into a publication entitled Appraisals which was then distributed to all librarians at their monthly session.

An evaluation component was added to the staff development program with the institution of an annual report form on library facilities and programs which was completed in June by library staff in consultation with school administrators.

1970-71

"Streaming" of study session participants continued but groupings were now linked to the grade level of school assignments rather than years of experience.

- elementary (N-6)
- junior high (7-9)
- senior high (10-12).

Study session topics began to focus on the teaching role of the teacher librarian and the integration of library into classroom programs. Topics included:

- Successful programs in social studies curriculum
- In what ways do the abilities and skills of the teacher librarian complement those of the classroom teacher?

This emphasis on the teaching role of the teacher librarian was further clarified in a division-wide study session involving all school library personnel - librarians, technical assistants and clerks. Participation in a hands-on activity (using the Task Analysis Survey Instrument of the School Library Manpower Project funded by the Knapp Foundation of North Carolina, published by the American Library Association, 1969) increased

understanding of the teaching, technical and clerical roles in the differentiated staffing pattern used in the division's school libraries.

Resource people from institutions outside of the division, such as local universities and the provincial Department of Education were recruited, as appropriate, for study session leaders. Use of a small group discussion format provided opportunity for more active participant involvement in reaction and reflection.

A divisional film preview and evaluation program was instituted with teacher librarians involved at the school building level in the recruitment of teacher reviewers and the completion of written evaluations. Approximately 30 schools participate in the program.

1972-73

As a result of effective leadership at the division level, school-based staffing now included a teacher librarian in every elementary school for a minimum of 2 days of each school cycle. A priority division goal was across-the-grades articulation and the pattern of streaming study session participants shifted to assist in achieving this educational goal. To keep group sizes manageable, participants were organized according to geographical areas in the division (north, central, south) with each group including elementary, junior high and senior high levels to preserve the K-12 articulation concept.

Study session topics continued to address the integration of library and classroom programs. For example:

- Development of research study skills, K-12
- What are we doing about the reading curriculum?

These sessions marked the beginning of a continuing emphasis in the division on the two curriculum related facets of a library program:

- Independent learning skills development (ILS)
- Literary and cultural appreciation programs (LCA)

An element of choice was introduced into study sessions with a variety of small group discussion topics offered at each session. Active participant involvement was expanded as teacher librarians were recruited as leaders for these discussion groups. Advance training sessions were held with group leaders to discuss the scope of topics and group leader skills.

At this time the appointment of a library media services program consulting-teacher, Jean Mackenzie, provided additional support for implementation of integration activities at the school building level.

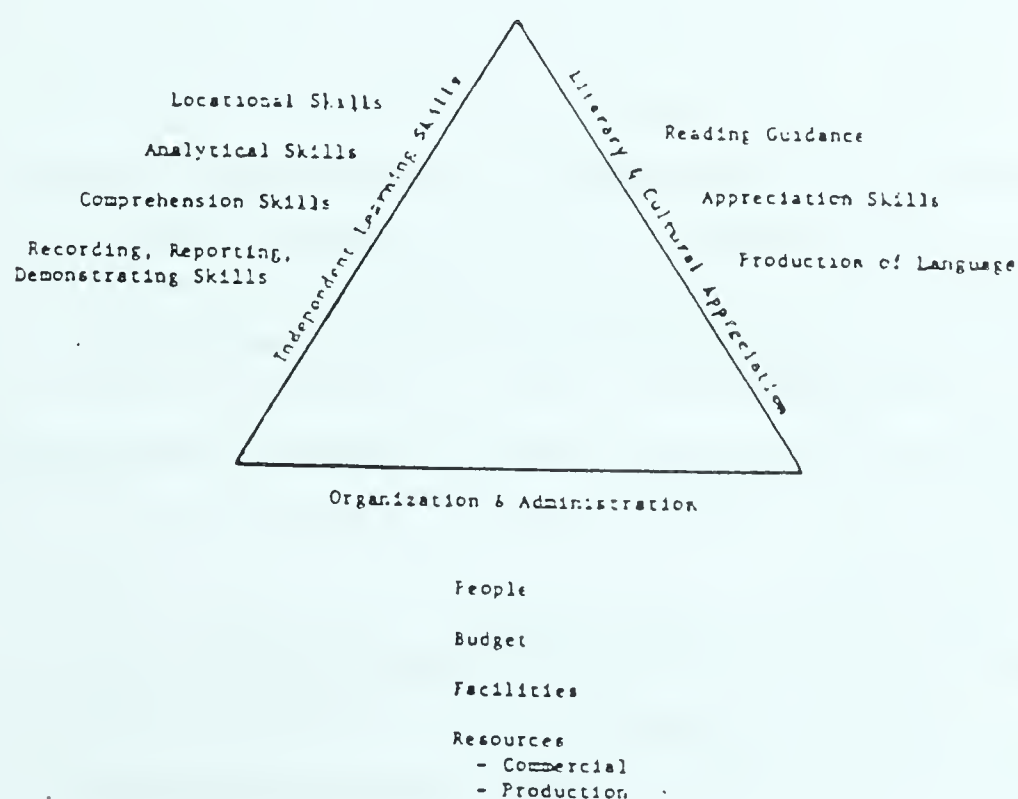
1974-75

Teacher librarians were given assistance in goal-setting through the introduction of a form that could be used at the school building level to stimulate discussion of priorities for the library program. Study session topics were expanded to include personal skill development in the areas of management techniques and communication skills as well as curriculum related issues. Formal evaluation of the study session program was initiated at the end of the year. The first formal needs assessment was also undertaken as participants were asked to submit suggestions for the next year's study session program.

A name change took place in 1975 with the Library Service Centre being renamed The Teachers Library and Resource Centre (T.L.R.C.). T.L.R.C. Advisory Committee, with the representation from the division and outside education and library institutions, was re-instituted at this time to participate in planning and policy determination to reflect the needs of the educational community.

1976-77

Clarification of goals and objectives continued as a graphic design was developed to visually present the scope of library programs in the division.



Collaborative planning of study sessions was instituted with the formation of Program Planning Advisory Committee (PPAC) involving school-based personnel from elementary, junior high and senior high levels. Active participation in the study session program was further encouraged by the advance publication of study session agendas identifying discussion topics. Active involvement was also the focus for study sessions which resulted in the production of curriculum related materials such as:

- An Independent Learning Skills Scope and Sequence guide for librarians and teachers
- Activity card sets for individualized reading programs using library books.

1978-79

In 1978, with the retirement of Nan Florence, Gerald Brown was appointed Chief Librarian. Professional staff at the T.L.R.C. at this time included a Library Media Services Consultant, AV Coordinator, Head of Technical Services, Reference Librarian (half-time) and Cataloguer (half-time), as well as three teacher librarians who spent one third of their time as program consulting-teachers and the remainder of their time as school based librarians.

The study session format was reorganized to make it more responsive to participants' needs. A slate of topics organized under themes or "routes"

- | | |
|-----------|------------------------------------|
| Route I | Literary and Cultural Appreciation |
| Route II | Independent Learning Skills |
| Route III | Organization and Administration |

was presented at the beginning of the year. Participants could then preregister for the "routes" of their choice, selecting either 1/4 day or 1/2 day sessions as available. The resulting groupings were still K-12, consistent with the goal of across-the-grades articulation. However they were no longer based on geographical boundaries but on participants' needs and/or interests.

The former Newsletter was integrated into a larger monthly publication, titled Inklings, which also included:

- agendas for study sessions
- notices of other staff development opportunities
- background reading related to study session topics and identified division priorities
- study session evaluations and reports
- reports of implementation activities and units of study contributed by librarians and teachers
- recommended reading from current periodicals

- resource bibliographies
- newsletters from subject consultants, e.g., Computer Education, Gifted and Talented, Language Arts, Multicultural, Pupil Services, Social Studies
- coming events and administrative notes and news.

1980 to Present

Declining enrollments and budget restraints have impacted on library media services in the division to some extent. The three part-time Consulting-Teacher positions as well as the Audio Visual Coordinator position have been cut. These reductions in staff have minimized the amount of district-level support available for implementation activities at the school building levels.

School library staffing has remained relatively stable in the division. This can be attributed to the leadership at the divisional level and to the level of cooperative planning and teaching in the schools. Changes in staff in individual schools have been responsive to population shifts. The program needs in inner city schools have resulted in increases in library staffing, has had librarian involvement in computer education programs in some schools. Expanding French language programs have created a need for bilingual teacher librarians and library clerks.

Collections at the T.L.R.C. have adapted to changing program needs. As all libraries in the system built base collections, the original function of the Display Library Collection was no longer needed and it was disbanded. Displays of current material on short term loan from various distributors are now featured throughout the year.

The Materials Evaluation program is still in place. Over 1,600 titles in all formats are examined annually, and the results are distributed as Appraisals.

As schools move into the information age, the T.L.R.C. has worked closely with the division's Computer Education Consultant, both in the area of inservicing for teacher librarians and in the development of a computer software Display Library. This collection is available for loan for consideration of purchase.

Two T.L.R.C. committees give librarians an opportunity for active participation at the divisional level:

1. In 1980 the Library Media Services Personnel Handbook Committee began the process of revising and expanding the original Library Personnel Handbook to bring it in line with current programs and practices.
2. The Literary and Cultural Appreciation Committee was organized in 1983 to develop a Literary and Cultural Appreciation program guide. In the current year the committee will be focusing on the implementation of this document.

Setting clear goals and objectives and evaluation of success in achieving those goals has always been a characteristic of the library media program at the divisional level. (See appendix) More emphasis is now given to the communication of these divisional goals to school staffs through publication in Inklings. Structures have also been put in place to encourage a similar goal setting and evaluation process at the school building level through:

- a form distributed at the beginning of the year to encourage staff discussion and recording of goals and objectives
- revisions to the annual report form including a program evaluation activity for use with administration and staff and a section for reporting success in meeting identified goals. (See appendix)

Librarians' study sessions continue to be an important component of the total staff development program. For increased ownership the Program Planning Advisory Committee has been divided into smaller Working Parties with responsibility for planning only those sessions they will actually be attending. Cooperative planning and teaching in the implementation of new curricula has been the over-riding theme for the study sessions in the 80's. Emphasis has been placed on the development of personal skills in both communication and curriculum design. The value of peer teaching has been recognized in the recruitment of teacher librarians and classroom teachers as resource people. The high level of credibility of peer presentations encourages other participants to accept new ideas and processes. In addition, session leaders develop their own communication and leadership skills through pre-session planning with division consultants as well as post-session de-briefing sessions. Activities such as problem solving, unit planning, skill practice and sharing of implementation experiences have ensured involvement of participants in the learning process.

EVALUATION

Increased attention has been paid to the evaluation of the study session program with immediate evaluation of each session by participants. In addition a comprehensive year-end evaluation gives information on:

- the levels of implementation of study session programs
- group processes preferred by the participants
- recommended topics for the next year's program.

Two years ago feedback from librarians indicated they would like some sessions geared specifically for particular levels as well as more options in topics. As a result the "route" system was replaced by a slate of sessions offering options in level (elementary, junior high, senior high, K-12) and time (1/4 day, and 1/2 day).

As a member of a special interest group in the division, librarians have the opportunity to select study sessions to the equivalent of three days as part of their total allotment of inservice days. Classroom teachers, library technical assistants and library clerks have also been encouraged to register for sessions that are appropriate to their needs. Groupings now vary, with some groups streamed by level while others include all grade levels. In all cases the groupings are based on personal choice.

Special workshops are also offered for the library clerks and library technical assistants (LTAs) in the Division. One full-day is devoted to these activities in February. Clerks and LTAs assist in the needs assessment, data analysis, scope of session, recruitment of resource personnel, leading and recording in sessions and de-briefing activities. A sample agenda from February 1988 appears as an Appendix.

Specific workshops have also been organized in the area of computer applications for library clerks, partly on salaried time.

ADDITIONAL OPTIONS

A number of inservice options are offered in addition to the study session program:
(See Appendix)

1. Special meetings for new librarians, starting at 3:00 p.m. (3 per year)
2. Special meetings for secondary librarians at 3:00 p.m. (4 per year)
3. Workshops for particular groups within the division, such as teacher aides or parent volunteers
4. Voluntary workshops, open to all division staff, held after school in the evenings
5. School-based workshops, at the request of the school.

In addition to inservice sessions, informal discussion meetings are also organized as need is indicated.

As the need arises, inter-school visitations are arranged by the Library Media Consultant for new staff, and for experienced staff who wish to see other programs in action. In each case, the visitor works with the consultant to clearly outline what is to be observed. Then an appropriate site is identified and the receiving staff member participates in planning the visit. A de-briefing session is scheduled involving all three people.

Many teacher librarians in the Division are recommended as resource personnel to other professional subject groups, and to other districts for workshops, conferences and training sessions.

In all cases District level staff are available to help these staff members organize their sessions, to facilitate materials preparation, and to assist in analysis of feedback and evaluation. The staff has grown immensely as a result of these opportunities.

Paralleling cooperative planning and teaching at the school building level, cooperative work with other subject area consultants in the division has been a priority for T.L.R.C. professional staff in the 1980's. This has included:

- distribution of subject area newsletters in Inklings
- preparation of bibliographies and research materials in support of subject area consultants
- joint planning and implementation of workshops and inservice sessions including librarians' study sessions and/or teacher workshops
- joint proposals for special projects such as a Winter-In-Residence
- participation in program reviews to evaluate the role of library materials and library staff in the implementation of curricula, e.g., Science, Social Studies, Language Arts.

These cooperative ventures have resulted in increased awareness of programs and shared expertise.

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ANALYSIS OF TRENDS

By way of review the following table outlines the trends or patterns that have been demonstrated in the division in nine (9) areas.

ORGANIZATION	Centrally directed	PPAC	PPAC Working Parties
PARTICIPATION	Oral book reviews	Discussion leaders	Session presenters
GROUPING	One Group	Structured streaming	Routes
OPTIONS	No options	Limited options	Number of options
FOCUS	Technical	Program	Integration of program
ROLE	Library operation	Educational role	Leadership role
KNOWLEDGE and SKILLS	Library functions	Curriculum design and development	Communication skills
STUDY SESSION EVALUATION	Year-end		Immediate and year-end
SCHOOL PROGRESS EVALUATION	Program Priorities		Priorities and evaluation

COMPONENTS

OF LIBRARY SERVICES'

STAFF DEVELOPMENT PROGRAM

The eight (8) major components outlined may assist in analyzing the ways this Division has approached one of the most critical facets for a system-wide library program. It emphasizes involvement of all levels of personnel in the system in developing their library media program for their students appropriate to their community. It demonstrates that professional development is a process of personal maturation and intellectual growth.

1. Program consultants
2. Study Sessions for T/L
 - 2.1 Regular
 - 2.2 New Librarians
3. Training for library clerks and LTA's
 - 3.1 Initial
 - 3.2 Inservice
4. Voluntary "after hours" workshops open to all Division staff
5. Special small group discussion sessions, for example:
 - principal and librarian from secondary schools
 - principal and librarian from a "feeder system"
6. School initiated workshops
7. Reviewing/previewing program
 - print and non-print (small format)
 - 16 mm film
8. Advisory Committees
 - 8.1 PPAC
 - 8.2 P HBK
 - 8.3 T.L.R.C. Advisory
 - 8.4 Equipment Advisory
 - 8.5 L. C. A.

SUMMARY

Twenty years of consistency in philosophy and goals for the library media program in Winnipeg School Division No. 1 has been combined with the flexibility to adapt to changing program needs and increasing staff expertise. This has produced a comprehensive and responsive staff development program integrating the basic principles of effectiveness as outlined at the beginning of this article.

APPENDICES

1. Library Media Service Goals 1987-88.
2. Study Session and Workshop - All Staff.
3. Division-Wide Inservice - LTA's and Library Clerks.
4. Study Session and Workshop - Agenda Sample - Option.
5. Feedback and Reporting: Promoting Literature 4 - 9.
6. School Library Services: Annual Report.
7. Librarians' Study Session Program Planning Guide 1987-88.
8. Topics I Would Like To See Explored...
9. Librarians' Study Session Registration and Guide.
10. Checklist for Planning Sessions.
11. Publications Available.

REFERENCES

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1987-88 LIBRARY MEDIA SERVICE GOALS FOR T.L.R.C.

Appendix 1

T.L.R.C.
School

THEME: SCHOOL LIBRARY PROGRAMS: LINKING LIFE AND LITERACY

GOALS IN COOPERATIVE TEACHING AND CONSULTING

1. To consult with principals, librarians and teachers to assist them in establishing the school's library media service program priorities and appropriate plans of action.
2. To work with teacher librarians in developing the skills used in the cooperative planning, teaching and evaluation process.

GOALS IN INDEPENDENT LEARNING SKILLS DEVELOPMENT

1. To work with teacher librarians to plan for the integration of ILS instruction into curricular units of study.

GOALS IN LITERACY AND CULTURAL APPRECIATION

1. To work with librarians and teachers to plan the integration of literary and cultural appreciations and understandings into library and classroom programs.
2. To share, within the division and externally, examples of successful LCA programs, including resource bibliographies.

GOALS IN PRODUCTION SERVICES

1. To assist principals and librarians in evaluating the scope of production service appropriate for their school programs.
2. To make available external expertise in assisting division personnel to develop their own production skills.

GOALS IN PUBLICITY AND PUBLIC RELATIONS

1. To organize informal support groups of principals and librarians to discuss the direction and maturity of library media service programs.
2. To produce Inklings, Appraisals, the Library Media Service Personnel Handbook revisions, Conference Calendar, specialized bibliographies or units of study for distribution in the division and externally.

GOALS IN ORGANIZATION AND ADMINISTRATION

1. To propose a feasibility study for automation involving a network of school library media services with T.L.R.C.
2. To present a film collection development plan to the Administration.

OTHER GOALS

1. To work cooperatively with subject area consultants in the effective utilization of media in their content area.
2. To plan and implement joint workshop and inservice programs with content area consultants.

September 1987

Date


Librarian's Signature

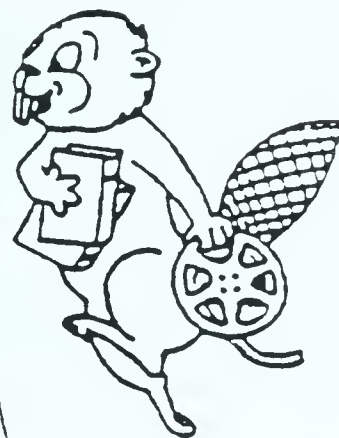
Principal's Signature



Appendix 2

The Winnipeg School Division No. 1
Teachers Library & Resource Centre

1180 Notre Dame Avenue
Winnipeg Manitoba R3E 0P2
Telephone
772-2474



STUDY SESSIONS AND WORKSHOPS

DATE: Wednesday, 09 September 1987

PLACE:

School Board Annex

TIME: 2:30 - 4:30 p.m.

THEME: SCHOOL LIBRARY PROGRAMS: LINKING LIFE AND LITERACY

Objectives:

1. To become familiar with professional development activities for the year.
2. To meet new colleagues and renew acquaintances.
3. To become aware of resource material in the Division for use in conjunction with the Calgary 1988 Olympic Winter Games.

AGENDA

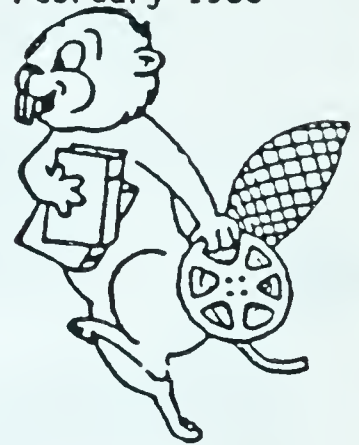
1. Welcome and introductions
2. Review of program goals for 1987-88
3. Additions/revisions
4. Coming Together: the Olympics and You
- Special presentation by Ron Hocking,
Physical Education Consultant
5. Wrap-up and closure



Appendix 3

**The Winnipeg School Division No. 1
Teachers Library & Resource Centre**

1180 Notre Dame Avenue
Winnipeg Manitoba R3E 0P2
Telephone
772 - 2474



DIVISION-WIDE INSERVICE

15 February 1988

Library Media Services

Secondary Teacher Librarians are encouraged to

1. register for the MSLAVA-CSLA Workshop on Copyright at St. James Teacher Centre
2. participate in content area workshops as advertised
3. attend library clerk inservices on computers with their clerk

Library Technical Assistants are encouraged to

1. assist content and specialist groups with media services in their home schools
2. participate in library clerk inservices as listed
3. complete equipment maintenance and production projects in consultation with the teacher librarian.

Library Clerks

A voluntary inservice is scheduled for all elementary and secondary library clerks at Earl Grey School, 340 Cockburn St. N., from 8:30-4:30 p.m.

Personnel who do not normally work that day are asked to negotiate a change in schedule at their school with their principal and librarian. No extra salary will be paid for this workshop time.

A registration form will appear with Inklings - February 1988 for all clerks and LTAs. This form should be discussed with the librarian before it is submitted on or before 05 February 1988.

PLEASE COMPLETE AND RETURN TO T.L.R.C. BY 05 FEBRUARY 1988

Library Clerk's Name _____

School _____

DIVISION-WIDE INSERVICE

15 February 1988

AGENDA

Choose one of

1. Morning Session

- ☐ 1.1 Computers for Busy Clerks (Appleworks)
with Sandra Taylor (1/2 day)
- Review of last year's workshop
- Word Processing; Databases; Mail Merge
or
- Sharing how the program is currently
being used
- Basic trouble shooting
- ☐ 1.2 Burn Out - What is it? (1/2 day)
- How do you manage your stress levels
- or
☐ 1.3 Communications Processes: Building Relationships (1/4 day)
- How to influence decisions
- How to check out assumptions
- ☐ 1.4 Computers for Busy Clerks (Magic Slate) (1/4 day)
with Henry Ewart
- Sharing how the program is currently
being used
- Basic trouble shooting
- Assumes familiarity with Appleworks

Choose one of

2. Afternoon Session

- ☐ 2.1 Repeat of 1.1 (1/2 day)
or
☐ 2.2 Repeat of 1.2 (1/2 day)

OR any TWO of the following

- ☐ 2.3 Book Repairs with Gitta Fricka (1/4 day)
- What to mend, weed, send to bindery
- What supplies to use
- ☐ 2.4 Computers for Busy Clerks (Multiscribe) (1/4 day)
with Henry Ewart
- similar to 1.4
- Assumes familiarity with Appleworks
- ☐ 2.5 Open Discussion with G. Brown (1/4 day)
- Free discussion of concerns;
Sharing success stories

Principal's Signature _____

Librarian's Signature _____

Appendix 4

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg, Manitoba R3E 0P2
Telephone
772-2474



DATE:	02 May 1988	HOSTING:
TIME:	1:00 - 4:30 p.m.	Principal, G. Singer
PLACE:	Earl Grey School	Librarian, R. Woroniak
	340 Cockburn St. N.	Clerk, R. Miller

THEME: SCHOOL LIBRARY PROGRAMS: LINKING LIFE AND LITERACY

TOPIC: USING COMPUTERS FOR LIBRARY TECHNICAL FUNCTIONS

Resource Person: Sandra Taylor, Library Clerk, Stanley Knowles School

OBJECTIVES:

1. To share what is currently being done.
2. To consider the direction the Division is going.
3. To identify what other programs are available.
4. To discuss how to find the time, the computer and the programs.

AGENDA

1. INTRODUCTION
 - 1.1 Who is in the group and from what school?
 - 1.2 Who has access to Apple Computers?
 - 1.3 Who has had an opportunity to use any of the material offered at last year's workshop?
 - 1.4 Who has attended any other workshops or courses? What type and where?
2. INTRODUCING APPLEWORKS
3. DATA BASE - HANDS ON

3.1 What is it?	3.2 What does it do?
3.3 Setting up a data base	
- Film list	- Overdues
4. WORD PROCESSING - DEMONSTRATION
 - 4.1 Editing a letter
 - 4.2 Completing a Materials Evaluation Form
 - 4.3 Questions and answers
5. SHARING AND CONCERNS

5.1 Access to courses, computers, programs and time	5.2 Support groups	5.3 Open discussion
---	--------------------	---------------------
6. Summary and evaluation

Participants on verso ...

USING COMPUTERS FOR LIBRARY TECHNICAL FUNCTIONS

02 May 1988

Angst, Bob
* Berryere, Jim
Birch, Joyce
Bolianaz, Diana
Brown, Betty
Burgess, Ollie
Dewar, Chris and Stoyko, Mary
Doyle, Edith
Elliot-Whitelaw, Margaret
* Goodman, Donna
Goodwin, Marge
* Haverstick, Sylvia
Laurin, Diane
LeGras, Yolande
* Moulton, Alice
Norrie, Helen
Ojah, Pat
Olund, Joan and Swanson, Shirley
Proudfoot, Sandra
Reid, Raymond
Reilly-Wilkinson, Maureen
Rennie, Jean
Rennie, Ron
Ryland, Richard
Schoenherr, Louise
Smith, Margaret Ann
Sookram, Leona
* Strocen, Edith
* Woroniak, Robert
Wright, Jackie and Paulmark, Marlene
* Wychreschuk, Eugenie

Appendix 5

PROMOTING LITERATURE 4-9

WORKSHOP EVALUATION FORM

held at Robert H. Smith School on 03 March 1988

Number of Participants - 20

Resource Person: Helen Norrie, Queenston School

THEME: SCHOOL LIBRARY PROGRAMS: LINKING LIFE AND LITERACY

PLEASE RATE THE FOLLOWING	<u>EXCELLENT V. GOOD SATISFACTORY POOR</u>			
	Responses in Percentage (%)			
Content of Program	50	35	15	0
Relevancy of Material	40	55	5	0
Resource Person: Enthusiasm	45	50	5	0
Preparedness	45	50	5	0
Organization	45	50	5	0

WHAT PART(S) OF THE PROGRAM DID YOU FIND MOST BENEFICIAL?

- All of it! Best workshop I've attended (next to the study session on illustrators).
- Interesting to hear about Helen's clubs, and others YA Conferences.
- Sharing new ideas for YAO and Book Club ideas from Helen.
- Information on Clubs and various forms of young Authors' Conferences or Literature Fairs.
- Time devoted to large group sharing.
- Wealth of Resource People.
- Sharing of names of resource people and young author conferences held at the school level.
- Great just to get a chance to exchange ideas.
- Webbing techniques, library clerks, young Author Workshops.
- I found this discussion on Young Authors' Days very helpful, especially as we are in the process of planning ours.
- Tips and ideas for a successful in-school Young Authors' Conference, and resource people available. (7x)

over ...

WHAT PART(S) OF THE PROGRAM DID YOU FIND LEAST BENEFICIAL?

- Webbing seemed too nebulous but maybe I just wasn't on the right filament today.
- Could we take some time at other sessions to create other webs on topics related to the session?
- No discussion of the larger question of further motivating intermediate students.

FURTHER SUGGESTIONS OR COMMENTS:

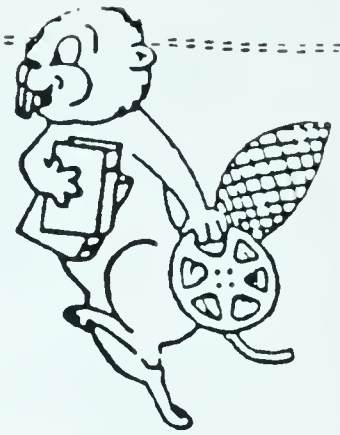
- Not enough time spent on school based Young Authors Conference.
 - What preparation is necessary, prior to authors' workshops in schools? Is there a better way to interest students in a particular writer or books?
 - Possibly a longer session on webbing would be beneficial to sharing further titles.
- A list of all resources mentioned during the study session (with phone numbers to contact these resource people).

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★



The Winnipeg School Division No. 1 Teachers Library & Resource Centre

1180 Notre Dame Avenue
Winnipeg Manitoba R3E 0P2
Telephone
772 - 2474



SCHOOL LIBRARY SERVICES: 1987-88 ANNUAL REPORT

for _____ School

Copy to:
_____ T.L.R.C.
_____ School file

1. Enrolment

- 1.1 Student Enrolment (as of September 30) _____
- 1.2 No. of classrooms _____
- 1.3 No. of teachers (Full time equivalent) _____
- 1.4 Indicate the number of classes per grade _____
- N K 1 2 3 4 5 6 7 8 9 10 11 12 Spec. Ed.
- _____

2. Librarian(s) Names: 2.1 _____

2.2 _____

Librarian Schedule 2.3

1am	2am	3am	4am	5am	6am
1pm	2pm	3pm	4pm	5pm	6pm

(for other than full time)

3. Extended hours of service: Circulation Reference Reading Planning

8:30 - 9:00

12:00 - 12:30

12:30 - 1:00

1:00 - 1:30

3:00 - 3:30

3:30 - 4:00

4:00 - 4:30

4. What percentage of the library timetable is open for flexible scheduling? _____ %

5. What percentage of the library timetable is formally scheduled?
(on a term, semester or yearly basis)

5.1 Scheduled through negotiation among teachers and librarians _____ %

5.2 Scheduled by the teachers _____ %

5.3 Scheduled by the librarian _____ %

5.4 Scheduled by administration _____ %

6. Support Staff

6.1 Library Technical Assistant

Name _____

Days of Service am 1 2 3 4 5 6 or full time
 pm 1 2 3 4 5 6

Approximate percentage (%) of LTA time devoted to specific duties as outlined in the job description

1. Use of resources..... _____
2. Preparation of materials _____
3. Budget _____
4. Supervision _____
5. Training & general information services _____
6. Acquisitions _____
7. Other (e.g.) _____

6.2 Clerical Staff

Name _____

Days of Service am 1 2 3 4 5 6 or full time
 pm 1 2 3 4 5 6

Approximate percentage (%) of clerk's time devoted to specific duties as outlined in the job description

1. Supervision of materials circulation and control .. _____
2. Bibliographic work, including ILL. _____
3. Typing and secretarial work _____
4. Assists in supervision of student assistants and volunteers _____
5. Provides general information to teachers & students _____
6. Acquisition and processing of materials _____
7. Audio, visual or graphic production _____
8. Handles audio visual equipment _____
9. Other (e.g.) _____

7. Number of student assistants _____

7.1 Method of choice _____

7.2 What jobs do they perform regularly: _____

7.3 Names which might be recommended for leaders for next year:

1. _____ 3. _____
2. _____ 4. _____

8. Volunteers or other Assistants

8.1 Number of regular members _____

8.2 Group leader's name _____

8.3 Day(s) when these people work in the school

1. When the librarian is present _____

2. When librarian is not present _____

8.4 Do volunteers work in library? _____ or in adjoining room? _____

8.5 Types of tasks accomplished by volunteers:

	<u>Frequent</u>	<u>Regular</u>	<u>Occasional</u>	<u>Seldom</u>
1. Picture file preparation	_____	_____	_____	_____
2. Pamphlet file collections	_____	_____	_____	_____
3. Public catalogue filing	_____	_____	_____	_____
4. Circulation routine:				
a) carding returned books	_____	_____	_____	_____
b) shelving materials	_____	_____	_____	_____
c) shelf reading	_____	_____	_____	_____
systematically	_____	_____	_____	_____
d) checking of filmstrips	_____	_____	_____	_____
e) minor mending and repairs	_____	_____	_____	_____
5. Pulling specific materials	_____	_____	_____	_____
6. Reading to children	_____	_____	_____	_____
7. Listening to children's work	_____	_____	_____	_____
8. Art work related to bulletin boards, etc.	_____	_____	_____	_____
9. Typing	_____	_____	_____	_____
10. Assisting students with the microcomputer	_____	_____	_____	_____
11. Others:	_____	_____	_____	_____

8.6 Training of Volunteers:

In which of the above task areas have volunteers received

8.6.1 Orientation 1 2 3 4 5 6 7 8 9 10

8.6.2 Follow-Up Training 1 2 3 4 5 6 7 8 9 10

Comments: _____

9. COLLECTION OF MATERIALS:

9.1 No. of book titles by category (including paper backs).

	English	French		English	French		English	French
Fiction			Story Collection			Easy		
000			400			700		
100			500			800		
200			600			900		
300						Prof. Coll'n.		
						Reference		

Languages other than English or French

9.2 No. of periodical titles received English _____ French: _____

9.3 No. of volumes of bound periodicals _____

9.4 No. of items in each of the following audio visual categories, either purchased or locally produced, which circulate to teachers and students.

Filmstrips _____

Film slide sets _____

Microscope slides _____

8mm films _____

8mm filmloops _____

16mm films _____

Videotapes (reel) _____

Videocassettes _____

Transparency sets _____

Phonorecords _____

Audio tapes (reels) _____

Audio tapes (cassettes) _____

Study prints _____

Large charts (24" x 24" or larger) _____

Models _____

Stuffed specimens _____

Kits and Labs _____

Games _____

Microcomputer Software Programs _____

Others: _____

10. Vertical file collections in the library:

- 10.1 Is there a separate picture file collection? Yes ☐ No ☐
10.2 Is there a separate pamphlet file collection? Yes ☐ No ☐
10.3 Does the vertical file also include folded maps? ... Yes ☐ No ☐

11. Large Map Collections:

- 11.1 Is the collection recorded in the library Yes ☐ No ☐
11.2 Is there an organized collection elsewhere
in the school? Yes ☐ No ☐
11.3 Does each teacher maintain his/her own? Yes ☐ No ☐
11.4 Is centralized organization or recording desirable? Yes ☐ No ☐

Comment _____

12. Records:

- 12.1 Is there an order file of buff cards (Form 22-1) to indicate what
materials have been ordered and when? Yes ☐ No ☐
12.2 Is there a consideration file? Yes ☐ No ☐
12.3 Is the shelf list complete? Yes ☐ No ☐
12.4 Is the public catalogue complete? Yes ☐ No ☐
12.5 What major revision or addition is required?
12.5.1 Subject headings _____ 12.5.2 Cross References _____
12.6 Is the microsoftware stored in the Library? Yes ☐ No ☐
12.7 Are the MRDF catalog cards filed in a separate catalogue?
in the regular catalogue? _____
in another room? _____

13. Weeding and Rebinding:

- 13.1 Were books weeded from the collection this year? Yes ☐ No ☐
13.2 No. of volumes weeded
13.3 No. of volumes sent for rebinding

14. Inventory:

For which sections of the collection was an inventory completed?
(Circle as appropriate)

14.1 English

FIC	E	SC	PROF	REF	PR	Tr
100	200	300	400	500	600	700
800	900	FS/FSL	KITS	TR	VTR	MRDF
Others _____						

14.2 French

FIC	E	SC	PROF	REF	PR	Tr
100	200	300	400	500	600	700
800	900	FS/FSL	KITS	TR	VTR	MRDF
Others _____						

- 14.3 Was an inventory completed for books in languages other than
English or French? Yes ☐ No ☐

15. Program Development:

Who has been involved in the process of rating the degree of success in program development? Check as many as applicable.

- ☐ Librarian(s) alone
☐ Principal(s) alone
☐ Librarian(s) in discussion with principal
☐ Librarian(s) in discussion/or with survey of staff

Please rate the degree of success you have achieved in each of the following areas using this scale:

- | | | | |
|---|--------------------------------|---|------------------------------|
| 5 | Successful beyond expectations | 4 | Successful |
| 3 | Somewhat successful | 2 | Attempted but not successful |
| 1 | Not attempted | | |

Category 15.1 COOPERATIVE PLANNING AND TEACHING

- 5 4 3 2 1 A. Provision of consultation to individual teachers regarding teaching/learning materials and equipment.
- 5 4 3 2 1 B. Provision of consultation to teaching teams (grade group, department groups, etc.) on teaching/learning materials and equipment.
- 5 4 3 2 1 C. Participation in program and/or unit planning with individual teachers
- 5 4 3 2 1 D. Participation in program and/or unit planning with teaching teams (grade groups, department groups, etc.)
- 5 4 3 2 1 E. Contributing to over-all curriculum planning in the school or system through participation on curriculum planning committees.
- 5 4 3 2 1 F. Contributing to professional development through planning and/or presentation of workshops or inservices at the school, at the Division level or external to the system.
- 5 4 3 2 1 G. Participation on curriculum committees of Manitoba Education or Manitoba Teachers Society. (Please list the committee names.)

Additional Comments _____

Category 15.2 INDEPENDENT LEARNING SKILLS

- 5 4 3 2 1 A. Provision of directional services, e.g. pamphlets, signs, maps, and handbooks describing arrangement and services of the library, etc.
- 5 4 3 2 1 B. Provision of incidental instruction in use of media and library for students.
- 5 4 3 2 1 C. Provision of classroom presentations on specific problems or topics.
- 5 4 3 2 1 D. Provision of specific instruction in the development of viewing and listening skills.
- 5 4 3 2 1 E. Provision of integrated instruction for students through class, group or individual arrangements.

Additional Comments _____

Scale: 5 Successful beyond expectations
4 Successful
3 Somewhat successful
2 Attempted but not successful
1 Not attempted

School Library Services: Evaluation - Continued

Category 15.3 LITERARY AND CULTURAL APPRECIATION

- | | | |
|-----------|----|--|
| 5 4 3 2 1 | A. | Provision of reading guidance to groups, including book talks, story-reading, reading lists, displays, etc. |
| 5 4 3 2 1 | B. | Provision of reading guidance to individuals, including individual conferences, keeping reader interest file and reading records, etc. |
| 5 4 3 2 1 | C. | Participation in planning and implementation of LCA programs with individual teachers. |
| 5 4 3 2 1 | D. | Participation in planning and implementation of LCA programs with teaching teamings (e.g. grade groups and department groups, etc.). |
| 5 4 3 2 1 | E. | Participation in planning and implementation of visual literacy programs (e.g. picture study, film study, advertising and propaganda methods, graphics and their influence, television awareness training, student production, etc.) |
| 5 4 3 2 1 | F. | Provision of opportunities for student involvement in the production of language (e.g. creative writing, bookcraft, student storytelling, puppetry, creative drama, debating, etc.). |

Additional Comments _____

Category 15.4 PRODUCTION SERVICE

- | | | |
|-----------|----|---|
| 5 4 3 2 1 | A. | Provision of materials and facilities for users to produce instructional materials, including graphics, photography, dubbing, etc. in the school. |
| 5 4 3 2 1 | B. | Provision of technical assistance in producing instructional materials. |
| 5 4 3 2 1 | C. | Assistance to students by library staff in the planning and promotion of material. |
| 5 4 3 2 1 | D. | Assistance to teachers by library staff in the planning and production of materials. |
| 5 4 3 2 1 | E. | Assistance by T.L.R.C. staff in the planning and production of materials. |

Additional Comments _____

Category 15.5 PUBLIC RELATIONS

- | | | |
|-----------|----|---|
| 5 4 3 2 1 | A. | Planning and implementing a publicity program, such as displays, exhibits, newspaper releases. |
| 5 4 3 2 1 | B. | Providing talks to parents, student groups, clubs, etc. |
| 5 4 3 2 1 | C. | Sponsoring or initiating school activities such as AV club, library club, field trips, school newspaper, yearbook, etc. |
| 5 4 3 2 1 | D. | Sponsoring book sales or exchanges of materials. |
| 5 4 3 2 1 | E. | Maintaining interpersonal communications with staff, students, parents and volunteers. |
| 5 4 3 2 1 | F. | Submitting an article for <u>INKLINGS</u> or other professional journal concerning a program in your school. |

Additional Comments _____

Scale: 5 Successful beyond expectations
4 Successful
3 Somewhat successful
2 Attempted but not successful
1 Not attempted

School Library Services: Evaluation - Continued

Category 15.6 REFERENCE AND INFORMATION SERVICES

- | | | |
|-----------|----|---|
| 5 4 3 2 1 | A. | Providing basic collections of specialized/reference tools for self help, e.g. atlas, gazetteers, dictionaries, almanacs, etc. |
| 5 4 3 2 1 | B. | Providing assistance in identifying and locating materials in the school library. |
| 5 4 3 2 1 | C. | Providing assistance in identifying and locating materials outside the school library (e.g. information about other collections and referral sources) |
| | D. | Alerting the User |
| 5 4 3 2 1 | 1. | Notifying the users of new materials, equipment and services on a regular basis. |
| 5 4 3 2 1 | 2. | Systematically gathering information about user interests and needs, and routing relevant information and materials regarding those interests and needs for teachers and for students |
| 5 4 3 2 1 | E. | Compiling Bibliographies in response to user needs or on subjects of continuing interest. |
| | F. | Providing Information Services |
| 5 4 3 2 1 | 1. | Answering reference questions for users. |
| 5 4 3 2 1 | G. | Providing information on potentially useful community resources (e.g. individuals in the community who can be called upon to provide special information or assistance). |

Additional Comments _____

- 5 Successful beyond expectations
- 4 Successful
- 3 Somewhat successful
- 2 Attempted but not successful
- 1 Not attempted

School Library Services: Evaluation - Continued

Category 15.7 ACCESS TO MATERIALS, EQUIPMENT, SPACE

5 4 3 2 1 A. Provision of Circulation System for Materials in All Formats.

B. Provision of Circulation System for AV Equipment

5 4 3 2 1 1. Equipment for sound media (video recording cassette, tape recorders and players, radios)

5 4 3 2 1 2. Equipment for visual media (projectors, viewers, screens, readers)

5 4 3 2 1 3. Television (receivers, monitors, cameras, etc.)

5 4 3 2 1 C. Provision of Circulation System for Computer Hardware

D. Provision of Space in Library

5 4 3 2 1 1. Space to work individually and in small groups

5 4 3 2 1 2. Space to use AV materials individually and in groups

5 4 3 2 1 3. Space for special collections, reserves or class projects

5 4 3 2 1 E. Provision of materials from other sources outside the school (e.g. inter-library loans)

5 4 3 2 1 F. Assistance in purchasing materials from accounts other than library accounts.

5 4 3 2 1 G. Provision of copy and/or dubbing services for users.

Additional Comments _____

16. Describe briefly activities that have been undertaken during the past year to achieve each of the objectives identified in the goal statement submitted in September 1987.

This report (has/has not) been discussed with the Principal.

Principal

Librarian

LIBRARIANS' STUDY SESSION PROGRAM PLANNING GUIDE 1987-88

THEME: SCHOOL LIBRARY PROGRAMS: LINKING LIFE AND LITERACY

A summary of the feedback on the study sessions held in 1987-88 is provided for your information.

Please help the PPAC plan the slate of sessions for 1988-89 by using the attached form to list the topics you would like to see explored in study sessions.

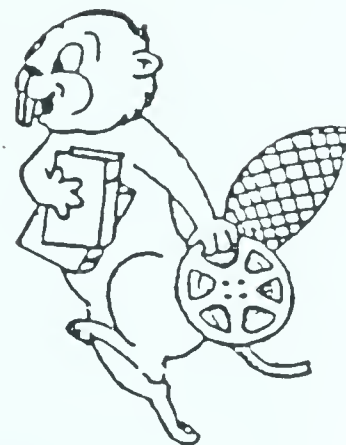
Please return to T.L.R.C. on or before 06 June 1988.



	Number of Participants	Average Ratings in			
		EXCELLENT	VERY GOOD	SATISFACTORY	POOR
C.P.T.E.					
Meeting Inner City Needs Through the School Library, K-12	13	74	26	0	0
Using Media Production with Teachers and Kids, K-6	13	60	38	2	0
Working with Special Education Programs, K-12	28	43	57	0	0
Matching Planning Strategies to Teaching Styles, K-12	13	24	26	37	13
L.C.A.					
Illustrations: Appreciation and Application	34	92	7	1	0
Planning Literature Appreciation Units with a Teacher, K-3	16	84	16	0	0
Planning Literature Appreciation Units with a Teacher, 4-6	16	70	30	0	0
Promoting Literature, 4-9	20	45	48	7	0
Non-Sexist Literature for Students, K-12	16	44	56	0	0
The Whole Language Approach and Library Programs, K-12	53	36	52	11	1
I.L.S.					
Teaching Logical Thinking, 6-10	12	87	12	1	0
Updating the I.L.S. Scope and Sequence Document	16	76	24	0	0
Research Techniques and Reference Materials, 6-12	14	43	54	3	0
Planning a Content Area Unit with a Teacher, K-6	25	40	60	0	0
COMPUTERS					
Using Computers for Library Technical Functions, K-12	27	79	19	2	0
Databases, 7-12	10	62	30	8	0
Using Computers with Teachers and Kids, K-6	16	60	36	4	0
Databases, K-6	10	52	48	0	0
O & A					
Collection Development Planning, K-12	31	73	27	0	0
Promotion and PR Options (librarian and principal teams), K-12	19	62	35	3	0
Organization and Administration of Computer Services in your School (librarian with contact teacher), K-12	28	45	48	7	0

**The Winnipeg School Division No. 1
Teachers Library & Resource Centre**

1180 Notre Dame Avenue
Winnipeg Manitoba R3E 0P2
Telephone
772 - 2474



TU: Jean Baptist, Library Media Services Consultant
Teachers Library and Resource Centre

**TOPICS I WOULD LIKE TO SEE EXPLORED
IN L.M.S. STUDY SESSIONS IN 1988-89**

(The Program Planning Advisory Committee would appreciate the names of resource people for suggested topics, where possible.)

1. Cooperative Planning, Teaching and Evaluation
2. Literary and Cultural Appreciation Programs
3. Independent Learning Skills
4. Computers
5. Special Needs
6. Organization and Administration
7. Other

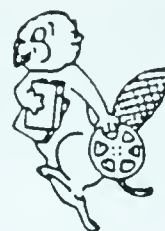
Please indicate Grade Level of your school Elem. ☐ Jr. H. ☐ Sr. H. ☐

PLEASE RETURN TO T.L.R.C. BY 06 JUNE 1988

Appendix 9

The Winnipeg School Division No. 1
 Teachers Library & Resource Centre
 1188 Notre Dame Avenue
 Winnipeg, Manitoba R3E 0P2
 Telephone
 772-2474

September 1988



NAME _____

SCHOOL _____

Please indicate your choices of the alternatives presented by circling the times on the appropriate lines. It is possible to select sessions to make a total of 3 days. Note that all librarians are expected to register for the first session in September and to include this 1/4 day in their 3-day allotment. Program descriptions are attached to assist you in making your selections. Where numbers warrant, sessions listed as K-12 may be organized by level, for example: K-6, 7-9, 10-12.

You are encouraged to discuss this registration with your principal in order to ensure that choices are congruent with both personal and school needs. Thanks.

THEME: School Library Programs: Opportunity Through Inquiry

DATE	CATEGORY	GRADE	TOPIC	TIME ALLOTMENT
15 Sept.	-----	K-12	September Orientation for All Librarians -----	1/4
23 Sept.	CPTE	K-12	Strategies for Planning with Teachers Whose Styles Are Different from Ours -----	1/2
12 Oct.	ILS	7-12	Human Rights -----	1/2
28 Oct.	O & A	K-12	Collection Development Planning -----	1/2
07 Nov.	LCA	K-6	Literature and Native Studies -----	1/4
16 Nov.	ILS	K-12	Techniques for Developing Recording, Reporting and Demonstration Skills -----	1/2
02 Dec.	CPTE	K-6	Evaluation Strategies and the Librarian's Role ----	1/4
02 Dec.	CPTE	7-12	Evaluation Strategies and the Librarian's Role ----	1/4
12 Dec.	LCA	7-12	Oracy and the High School Language Arts Program ----	1/2
12 Jan.	CPTE	K-9	Planning Process Related to Specific Teaching Styles -----	1/2
12 Jan.	CPTE	7-12	Planning Process Related to Specific Teaching Styles -----	1/2
20 Jan.	LCA	K-6	Stages in Child Development and Implications for Using Children's Literature in the Language Arts Curriculum -----	1/4
20 Jan.	LCA	7-9	Stages in Development and Implications for Using Literature in the Language Arts Curriculum ----	1/4
15 Feb.	CPTE	K-6	Media Production with Teachers and Kids -----	1/2
15 Feb.	CPTE	7-12	Media Production with Teachers and Kids -----	1/2
23 Feb.	Comp.	K-12	Desktop Publishing and Its Implications for the Library -----	1/2
03 Mar.	ILS	K-6	Teaching Logical Thinking -----	1/4
03 Mar.	ILS	7-12	Teaching Logical Thinking -----	1/4
13 Mar.	O & A	K-12 & Admin.	The New Copyright Law and Its Implications for Education -----	1/2
21 Mar.	Other	K-6	Integrating ESL Students in the Library Program --	1/4
21 Mar.	Other	7-12	Integrating ESL Students in the Library Program --	1/4
06 Apr.	LCA	4-8	Promoting Literature -----	1/2
06 Apr.	LCA	6-10	Promoting Literature -----	1/2
14 Apr.	Other	K-6	Developing French Immersion Programs -----	1/4
14 Apr.	Other	7-12	Developing French Immersion Programs -----	1/4
24 Apr.	O & A	K-12	Potpouri of Organizational Problems -----	1/4
10 May	Other	K-12	Ways for Meeting the Needs of Gifted and Talented Students Through the Library Program -----	1/4
18 May	Comp.	K-12	Using Computers for Library Technical Functions --	1/2
TOTAL TIME ALLOTMENTS SELECTED				
Principal's signature _____				

Study session registration forms are due at T.L.R.C.
by 12 September 1988

Please keep a copy of the registration form in order to
enter selected dates into your calendar.

Also note the following dates in your calendar, as applicable:

LARGE GROUP SESSIONS:

September Orientation for all librarians -
Thursday, 15 September 2:30 - 4:30 p.m.
Wind-up Session for all library personnel -
Thursday, 06 June 4:00 p.m.

SPECIAL SESSIONS FOR NEW LIBRARIANS

24 November - Thursday 2:30 - 4:30 p.m.
30 January - Monday 2:30 - 4:30 p.m.
29 May - Monday 2:30 - 4:30 p.m.

SPECIAL MEETINGS FOR SECONDARY LIBRARIANS

03 October - Monday 3:00 p.m.
24 November - Thursday 3:00 p.m.
30 January - Monday 3:00 p.m.
29 May - Monday 3:00 p.m.

FOLLOWING SPECIAL SESSIONS ARE PLANNED, DATES AND PLACES TO BE ANNOUNCED.

- Inner City Inservice
- Mainstreaming Special Education Students

**DIVISION-WIDE INSERVICE FOR SECONDARY LIBRARIANS -
20 February 1989**

VOLUNTARY WORKSHOPS open to teachers, librarians and principals will be
offered from 4:30 - 6:30 p.m. as appropriate to meet needs.

P.P.A.C. 1988-89

Elementary:

Suzanne Adkins - David Livingstone
Bob Angst - Garden Grove
Dianne Arnott - William Whyte
Regine Dotremont - Sacre Coeur
Eugenie Wychreschuk - Robert H. Smith

Secondary:

Brenda Batzel - Aberdeen
Pat Ojah - Meadows West
Isobel Tkach - Tec Voc
Bob Woroniak - Earl Grey

LIBRARIANS' STUDY SESSIONS 1988-89
PROGRAM DESCRIPTIONS.

1. COOPERATIVE PLANNING, TEACHING AND EVALUATION (CPTe)

1.1 STRATEGIES FOR PLANNING WITH TEACHERS WHOSE STYLES ARE
DIFFERENT FROM OURS

Scope:

- To become aware of various teaching styles
- To identify our own teaching style
- To explore strategies for cooperative planning

Anticipated Format

- Presentation
- Activity - self assessment

Time: 1/2 day

Level K-12

1.2 PLANNING PROCESS RELATED TO SPECIFIC TEACHING STYLES

Scope:

- To analyze sample units in terms of
 - planning process
 - teaching style
 - evaluation methods

Format

- Presentation on styles
- Analysis of planning steps

Time: 1/2 day

Level: K-9
7-12

1.3 MEDIA PRODUCTION WITH TEACHERS AND KIDS

Scope:

- To share information on current programs in the Division
- To examine a sample production
- To consider the process involved in producing an audio visual presentation
- To examine the librarian's role in the process

Anticipated Format:

- Small group sharing
- Presentation of sample audio visual production
- Large group discussion

Time: 1/2 day

Level: K-6
7-12 (librarian and LTA
teams, where
applicable)

1.4 EVALUATION STRATEGIES AND THE LIBRARIAN'S ROLE

Scope:

- To identify purposes of evaluation
- To consider incorporation of evaluation processes in our unit planning
- To identify ways to develop evaluation criteria
- To examine strategies for providing feedback

Format

- Presentation
- Unit analysis
- Small group discussion

Time 1/4 day

Level: K-6
7-12

2. LITERARY AND CULTURAL APPRECIATION (L.C.A.)

2.1 STAGES IN CHILD DEVELOPMENT AND IMPLICATIONS FOR USING CHILDREN'S LITERATURE IN THE LANGUAGE ARTS CURRICULUM

Scope

- To become aware of child development theory
- To consider the use of children's literature in language arts programs

Format

- Presentation
- Small group discussion
- Samples

Time: 1/4 day

Level: K-6
7-9

2.2 LITERATURE AND NATIVE STUDIES

Scope

- To become aware of literature that accurately reflects native culture
- To identify existing titles
- To consider ways of using these materials to develop awareness of:
 - literature that will develop cultural identity and pride in Native students
 - material that will nurture respect for native culture

Anticipated Format:

- Presentation
- Display
- Bibliography

Time: 1/4 day

Level: K-6

2.3 PROMOTING LITERATURE

Scope

- To analyze a sample literature appreciation program to identify:
 - components of a program
 - complementary roles of librarians and teachers
- To explore "webbing" as a technique in relation to the unit
- To become aware of other promotional strategies currently in use

Anticipated Format

- Presentation
- Small group activity

Time 1/2 day

Level: 4-8
6-10

2.4 ORACY AND THE HIGH SCHOOL LANGUAGE ARTS PROGRAM

Scope:

- To become aware of a variety of techniques to develop oral language skills
- To examine the role of the librarian in developing oral language skills

Anticipated Format:

- Presentation
- Group activities

Time: 1/2 day

Level: 7-12

3. INDEPENDENT LEARNING SKILLS

3.1 TECHNIQUES FOR DEVELOPING RECORDING, REPORTING AND DEMONSTRATION SKILLS

Scope

- To identify the component skills used in the process of notetaking
- To examine specific techniques appropriate to particular grade levels: primary, intermediate, junior high, senior high
- To consider techniques for evaluating notetaking skills
- To practise the various techniques

Anticipated Format

- Workshop
- Presentation

Time: 1/2 day

Level: K-12

3.2 HUMAN RIGHTS

Scope:

- To become aware of resource materials and activities in the integrated Human Rights kit for Grade 7
- To consider a variety of issues related to human rights

Anticipated Format:

- Presentation
- Simulations
- Previewing
- Hands-on activities

Time: 1/2 day

Level: 7-12

3.3 TEACHING LOGICAL THINKING

Scope:

- To identify logical thinking processes
- To consider techniques for integrating logical thinking into curricular topics

Anticipated Format

- Presentation
- Discussion

Time: 1/4 day

Level: K-6
7-12

4. COMPUTER EDUCATION

4.1 DESKTOP PUBLISHING AND ITS IMPLICATIONS FOR THE LIBRARY

Scope:

- To consider the development of the creative component
- To discuss management of the technical aspects
- To examine examples of sample software programs and the finished products

Anticipated Format:

- Workshop
- Presentation
- Samples

Time: 1/2 day

Level: K-12

4.2 USING COMPUTERS FOR LIBRARY TECHNICAL FUNCTIONS

Scope:

- To share what is currently being done
- To consider the direction the Division is going
- To identify what other programs are available
- To discuss how to find the time, the computer and the programs

Anticipated Format:

- Teams of librarians and library clerks in the computer lab.
(Limit 30)

Time: 1/2 day

Level: K-12

5. ORGANIZATION AND ADMINISTRATION

5.1 THE NEW COPYRIGHT LAW AND ITS IMPLICATIONS FOR EDUCATION

Scope:

- To identify the scope of the new copyright law
- To consider the implications:
 - for Divisions
 - for individuals

Anticipated Format:

- Presentation
- Scenarios to examine the law

Scope: 1/2 day

Level: K-12
Administration

5.2 COLLECTION DEVELOPMENT PLANNING

Scope

- To identify criteria for evaluation of a well-balanced library for the 90's
- To examine strategies for developing a well-balanced collection
- To consider how you can make the most of a meagre budget

Anticipated Format:

- Speaker
- Facilitator
- Small group activity

Time: 1/2 day

Level: K-12

5.3 POTPOURI OF ORGANIZATIONAL PROBLEMS

Scope:

- To consider strategies for:
 - organizing vertical files
 - organizing maps
 - establishing consistent filing systems
 - dealing with back issues of periodicals
 - handling cataloguing questions

Anticipated Format:

- Discussion
- Sharing

Format: 1/4 day

Level: K-12

6. OTHERS

6.1 DEVELOPING FRENCH IMMERSION PROGRAMS

Scope

- To assess the scope of resources
- To discuss correlation of resources to curriculum units
- To discuss teaching strategies related to library use

Anticipated Format:

- Small group discussion
- Resource persons from
 - B.E.F.
 - Winnipeg School Division No. 1

Time: 1/4 day

Level: K-6) librarians and
7-12) principal or
) Department Head

6.2 INTEGRATING ESL STUDENTS IN THE LIBRARY PROGRAM

Scope:

- To examine techniques for individualizing assignments
- To consider the development of working relationships with ESL teachers and ESL resource teachers.

Anticipated Format:

- Presentation
- Workshop
- Discussion

Time: 1/4 day

Level: K-6
7-12

6.3 WAYS FOR MEETING THE NEEDS OF GIFTED AND TALENTED STUDENTS
THROUGH THE LIBRARY PROGRAM

Scope:

- To identify techniques for individualizing activities for talented youth
- HOTS for TAGS

Format:

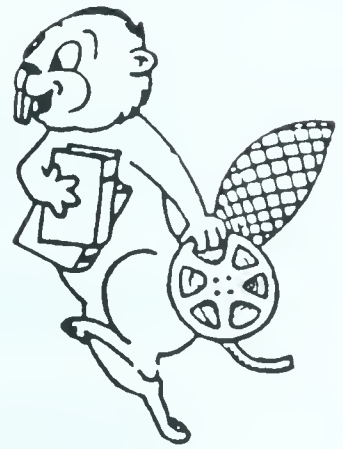
- Presentation
- Discussion

Time: 1/4 day

Level: K-12

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Telephone
772 - 2474



Checklist for Planning Study Sessions

1. Program
 - ☐ 1.1 Purpose? Objectives?
 - ☐ 1.2 Format
 - ☐ 1.2.1 Methods of presentation
 - ☐ 1.2.2 Group structures
 - ☐ 1.2.3 Amount and type of audience participation
 - ☐ 1.3 Time-line ☐ 1.4 Evaluation
2. Resource Persons
 - ☐ 2.1 Recommended
 - ☐ 2.2 Person to introduce resource person(s)
 - ☐ 2.3 Person to thank resource person(s)
 - ☐ 2.4 Chairperson for study session
3. Materials and Equipment
 - ☐ 3.1 What needed
 - ☐ 3.2 Person responsible for obtaining
4. Facilities
 - ☐ 4.1 Place
 - ☐ 4.2 Type of room arrangement
5. Advance Preparation Deadline Date
 - ☐ 5.1 Background reading identified
 - ☐ 5.2 Discussion with resource person(s) re objectives, format, time-line, evaluation, materials, equipment, room arrangement, etc.
 - ☐ 5.3 Agenda written, including time-line
6. Follow-Up By whom Date
 - ☐ 6.1 Report written
 - ☐ 6.2 Evaluations analyzed
 - ☐ 6.3 Thank you letters to:
 - ☐ 6.3.1 Resource person(s)
 - ☐ 6.3.2 Host school, if applicable
 - ☐ 6.4 Sharing of implementation
7. De-Briefing

NEW TECHNOLOGIES - USE OF THE MICROCOMPUTER IN MEDIA CENTRES: A SOUTH AFRICAN VIEW

A. Gouverneur

In my frequent discussions with teacher librarians in media centres I pose the question: "What would you like most for your media centre." Two answers are invariable given:

More stock.

Less administrative work.

The "more stock" is an inevitable cry - throughout the world, I should imagine. There never seem to be sufficient sources to give to the would-be borrower at a particular moment; but with efficient planning, that hurdle can usually be overcome.

I come from the Republic of South Africa and work for the Transvaal Education Department. The Transvaal can compare with one of your smaller American states, but it is our largest and richest province. The Education Department has its own Education Media Service, an ancillary service whose function it is to supply all educational bodies resorting under its jurisdiction with media services. The Transvaal Education Media Service consists of three sections: an education library which is geared towards teachers, researchers and training college students; a Centralized Service which caters for the school media centres and in that way the schools directly; and finally, an audio-visual service which supports all audio-visual aspects of education in the Transvaal Education Department.

Four years ago we decided to computerize the Education Library which, it will be remembered, serves teachers and researchers. We made an in-depth investigation of all the library packages available in south Africa and eventually decided upon a locally developed package called URICA. We found that this package could do most of the things we needed and as our requirements increased with use, the developers were successful in incorporating these too into the data base. Our whole system of information retrieval is aimed at micro-analysis of the media entered into the data base, but more of this later. When drawing up the specifications for the system, we kept the Centralized Services in mind and included a request that customization for this purpose be borne in mind. After having run the package for about two years, it was decided to try and use it as a basis for producing the Media Guide.

The Media Guide is a list of high frequency stock of recommended books and other materials, such as audio-visual items. This is published five times a year, each supplement containing over 500 titles. The Education Media Service recommends books and other media suitable for school use. These lists are based on the available media selected on the

grounds of various reviews in periodicals (we subscribe to a great number), items offered on approval and complimentary items, all of which are evaluated according to sound educational norms. When all considerations have been met, the principle of high frequency is invoked: that is, that the media will be constantly in use or that one book, for instance, can be used for various subjects. In this way we mine the stock carefully so that we can satisfy the request for more sources with the limited funds available. The schools have the choice of selecting media from these lists, and because the Central Service has virtually a complete overview of what is available, it offers a valuable service to media teachers. Our country, being situated off the main trade routes, usually has to order the books that it wants rather than receive them automatically. The Media Service with its selection policy, guides the commercial booksellers in the orders they place, because once any form of media is placed on the Media Guide, the schools become aware of it and order it themselves. The Centralized Service then catalogues the recommended media on the Media Guide and these cards are available to the schools upon request.

To return to one of the bugbears of the media teacher's life, namely, the administrative load, that of cataloguing seems to be the biggest. Information Retrieval which is the key to the whole media centre seems always to be the main consumer of time. We have tried to overcome this in the Transvaal by supplying catalogue cards from the Central Service. These are unit cards on which the complete cataloguing record is reflected, so that all that the media teacher need do is to add the accession, or holdings number, and file the cards in the correct drawers. The key to the whole system is the Media Guide number. Media teachers request the cards according to this number.

When we first computerized the Education Library, we envisioned a computerized library package which would enable us to enter the information once only, and that the programme would accomplish the necessary permutations we need. There are many such packages available, some ready to use, others which will, with a small amount of adjustment, function well. The snag throughout is that you buy an empty "shell" only and you have to fill it laboriously with all the required data or information. Invariably, this has to be done by hand or else with many alterations from a central data base to fit your own particular needs. Our particular need is always to have a fine micro-analysis of each work. This enables any user to find exactly what he is looking for without too much trouble.

We were building up a data bank of information for the schools when we started producing the Media Guide on the mini-computer. Being aimed at schools, the Media Guide contains not only the bibliographic detail required, but also a description of the contents of the book. This is often given as a short note, or simply as search terms, often both. Remember that as we are a bilingual country the search terms have to be in both

languages. The Media Guide contains the detailed information needed for a teacher to select a book for audio-visual program for acquisition. Not all of this information is required by the media teacher for cataloguing purposes. To free the media teacher of certain repetitive work, the Centralized Service produces the catalogue cards mentioned earlier. These cards are based on the information placed on the computer for the Media Guide. In fact we were duplicating what already existed and often giving the teacher less information than needed for operating a manual system. I am thinking particularly of themes and genres needed for the fiction section. There simply had to be a short-cut in which the information already available in the mini-computer could be harnessed to meet the demands of the media teacher.

Locally-produced computerized cataloguing systems seem to be coming to our rescue. Aimed at small libraries, they are pliable enough to meet the requirements unique to each library and in this case, the needs of over 1,000 media centres (admittedly all function on the same basic lines). Furthermore, they must be suitable for those media teachers who will need to catalogue media not listed in the Media Guide and therefore not available on the central data base. Since our media teachers are trained as teachers rather than librarians, and are not computer-trained people either, the system would have to remain fairly simple to use.

Perhaps I should just explain why we have trained teachers in our media centres rather than trained librarians. In practice, we have found that we need teachers rather than librarians, as a goodly part of the function of a media teacher is that of a teacher rather than that of librarian. Media User Guidance is a teaching activity: a detailed program of instruction in the use of the media centre, what to do with the information collected, how to evaluate it and look critically at sources, how to use various types of media and be aware of their inherent bias. In order to convey this successfully, one must be an experienced and successful teacher. Courses for these teachers are held regularly in which both the library component and the teaching component are emphasized. A guideline has been published and there are a number of media adviser posts filled by experienced media teachers who visit a school to give on-the-spot guidance to individual teachers.

Our specifications for a computerized system for the media centre include the following. Starting with the information compiled for the Media Guide, it will have to strip off all information that is not required for cataloguing and down-load the essential into a microcomputer. The information thus collected replaces the printed catalogue card, but gives the end user far more scope than before. All the school has to do is send a floppy disc containing the Media Guide numbers to the Central Service. The cataloguing information is automatically drawn from the central data bank and loaded onto the same floppy, which is

then returned to the school. The media teacher down-loads the new information into the media centre computer, integrates the new information into the existing data base, adds the accession numbers and then the new information is ready to be used. Information retrieval is so much easier and quicker, and subject words can be combined to narrow down a search term.

This transfer of data will be a dream come true. We already have two years of input, or about 10,000 records, available. We said, once we have found the "ideal" package, to start retrospective information retrieval based on demand. In other words, media centres will be catalogued into the system immediately. Experience over the years has indicated that one request is invariably followed by many others. Again the principle of high frequency is followed.

It is not possible to make use of the services offered by SABINET, which is the national library network, as it is too expensive for individual school media centres. Its cataloguing is too advanced for schools which use an adaptation of AACRTT II level 2, whereas the national data base works on the highest possible level of cataloguing.

For a number of years we tried in vain to find a library package that would answer to our requirements. Towards the end of 1987 we found one, called the Small Libraries System. It has two components which are completely interlinked. The one is aimed at the media teacher and the other at the end user. By entering a "B" for browse the user can wander through author, title and subject, having selected the appropriate category. The information displayed directs one straight to the location of the media sought. It is also possible to move back to the exact cataloguing information, should this be required. The media teacher, on the other hand, has the option of going straight into the cataloguing module. The usual addition which she would make is adding the holdings number, but should it be necessary to catalogue a book or other media, it is possible too. We have, however, encountered snags, especially with the title retrieval which seems to be unnecessarily complicated, and we are negotiating for possible changes.

No sooner had we found one package, when we suddenly were faced with two other systems and the promise of a third one. Now we are in a position to compare various systems. At the time of writing this article, we have not yet tested them, but I hope to be able to give a detailed report at the Conference.

Each one of these packages will be vigorously tested first at the Central Service where it will be examined virtually under a microscope, and then at a few selected schools to see if it meets with the requirements of the end user. Whatever happens, it is merely a matter of determining the best final product, since the central data base exists and even becomes

available to schools via floppy discs. This means that we will have available what many dream about -- a data base ready to be used.

What of the future? In educational circles the world over, there is a shortage of money. Fortunately, the price of microcomputers has come down so much that it will be within the realms of possibility of most media centres to purchase at least one. The feasibility of networking within the media centre, so that a number of terminals can be linked to the main micro, will have to be investigated. We must also find out whether the media centre should produce lists of authors, titles and subjects imprinted form, to be placed at strategic positions throughout the centre. The updating of such lists is relatively simple and cost effective. What about producing the catalogues on microfiche? All this and more will have to be gone into. It is both exciting and challenging. The final decision will have to come from the end user: the media centre and its pupils.

We also envisage using the micro-Computers in the media centre for training in computer literacy when they are not needed for information retrieval. This would be an extra-mural activity for pupils to exploit fully, with those who are further advanced, making or using different programs. This is a whole new field in South Africa and we will have to be guided by what is available and the demands of the end user.

You can see from what I have said that we are entering an exciting new phase in media use in the Transvaal. We have certain guidelines in mind, but are open enough to alter them should the situation require it. To use the old cliché, "We are only limited by the bounds imposed by our own imagination."

INFORMATIVE WRITING: LOCATING FACTS TO FINAL DRAFT

M. Ellen Jay

The sooner a student can effectively learn independently, the sooner that student can assume increased responsibility for self-directed and continuing learning. It is for this reason that students need to be introduced to basic search and information processing skills at as early an age as possible. To do this, structure is very important. Through careful choice of examples and by making certain that a sufficient number of instructional examples are worked through with the class group, the groundwork is laid that makes a future individual project a happy, successful one.

Important skills to be learned include using indexes, fact finding, using headings and subheadings in text, note taking, outlining, organization of ideas, and the acknowledgement of sources, first in bibliographies and later in footnotes. These skills can be taught separately. Each of these skills needs to have been learned one-by-one, built on, and developed sufficiently so that when put together, a significant project can be carried out.

The nature of assignments teachers make has tremendous impact on learning opportunity. If when a student is asked to write a paragraph on a topic, only the completed first draft is considered for the grade, the student develops a tendency to find a source and copy it -- especially when the teacher finds this type of activity satisfactory. In contrast, an assignment that calls for turning in note cards, a rough draft, and a final revision complete with bibliography -- with each segment graded and contributing to the final grade -- communicates the importance of learning the process. It is the mastery of this process that allows the student to experience educational growth. Learning a handful of facts that quickly become outdated is of considerably less value to the students' educational and intellectual development.

Locating Facts:

The initial search skill that needs to be introduced, practiced, and developed is fact finding. This can be begun as soon as the student can read with comprehension--as early as first grade. For the purpose of research with young students, it proves effective to explain to them that a fact is a piece of information and that it can be an answer to a question. Questions that can be used as examples are: "How big is it?" "What does it look like?"

"Where is it found?" "Where does it live?" "How is it used?" "How does it move?" etc. The questions need to be related to the topic that is being investigated.

The first time a student attempts this sort of an activity, the expectation should be to find just one fact. The expectation grows as the skills of the students grow and as the complexities of the materials being used increase.

A problem often overlooked is that fact finding is very difficult for beginning students. Waiting until they are older does not eliminate the problem. The beginner, of whatever age, needs to be guided and assisted in recognizing needed information when and where it is found. This does not happen automatically. It is a skill that can be begun quite early and is an essential building block for successfully completing standard assignments. Upper elementary school students continue to have difficulty with these simple search skills if they have never had appropriate instruction and the opportunity for practice. Care must be taken not to assume that students have these basic skills. It is easy to take for granted that skills which are automatic for the teacher have been learned by the student. Because students read fluently and with comprehension does not mean that they can identify what they have read as the fact they are looking for. As incongruous as this may seem to an adult, it is true. While this skill of recognizing facts and selecting the needed facts can be introduced in first grade, and mastered by some of the students, it may very well need to be reviewed or retaught throughout the upper grades if mastery is to be achieved by the less able students.

Sample Activities:

Create sample passages that contain facts without distractors for initial fact finding experiences. Using the who, what, when, why, where format (not always in that sequence) simple news-story type paragraphs can be created quite easily.

Select a set of books such as "Start to Finish series" or "Early Career Books series." Pass the books out to the group. Ask students to leaf through the books and locate a fact. After a period of time ask each student to read a fact from their book. The rest of the class listens to determine if what was read was a fact and only one fact. This type of practice develops the concept of what a fact is.

Follow-up activities involve creating a set of questions related to the information in the books. Have students search for the fact that answers the question. Encyclopedia articles can be used as well as trade books.

Note Taking Skills:

While fact finding activities can be practiced orally or as a group project, note taking is an individual skill. Locating a fact involves finding it and repeating it. In contrast, note

taking requires the student to gather the meanings and to put them into their own words succinctly. It takes practice to reword materials and to determine key concepts which will permit recall of details later when writing the initial draft. It is this that makes note taking difficult to master.

In preparation for note taking, students should have experience with assignments which specifically ask that answers be listed only rather than given in complete sentences. There is a time and a place for writing in complete sentences, and even paragraphs.

Once the idea of using sentence fragments is implanted, beginning students will select a group of words to take down without comprehension. These words may not be the ones needed to convey the meaning of the passage. This is evidence that they have not yet mastered step one--the identification of a fact. The teacher does not need to wait until fact identification is perfect before introducing note taking. The two skills clarify each other. Working on the two together, after the initial introduction of fact finding, makes learning these skills easier.

Initial experiences should be structured in such a way that the distractors are limited. This really means choosing passages in which the writing style is sufficiently simplified and structured to assure success. Sources of passages include excerpts from trade books on a topic being studied, teacher generated materials, or commercially prepared workbooks.

Sample Activities:

Young students should have a copy of the passage in front of them. Xeroxing selected paragraphs from a trade book and doing a cut and paste job produces effective teaching materials. Each student can be given a xeroxed copy of the passage in this way. Give the students a specific topic or purpose for taking notes. Don't tell students to write down all the important words, rather give them a question to answer or a type of information to be looking for. For example with a passage related to simple machines ask students to take notes telling the relationship of force to distance for each machine. Initial experience might have the student underline what they would write down if they were taking notes. You can have them go back over the passage and put in parentheses what they really meant to write down, when they have underlined complete sentences, etc., the first time through.

As experience is gained passages can begin to include distractors requiring students to be selective in what they write down. Passages can be put on transparencies for the class to use as well. The teacher can underline on the transparency to show possible notes to be taken. If trade book passages are used in this way be sure the type size is appropriate for projection.

Skimming:

A skill related to the previous two is skimming. Frequently it is assumed students know how to skim for information. Some do discover for themselves, but the majority need to be taught efficient strategies for skimming. The use of subheadings can be discussed. In addition students need to know there are times it is OK not to read every word on the page. Running your eyes over a page looking for a specific word or phrase and when it is found the reading every word carefully is an important skill.

Sample Activities:

Create a series of passages, each a sentence or two in length. Number them and reproduce them on a transparency. Be sure the type size is appropriate for projection. Ask the students a question which requires them to skim the passages to locate the answer. Initially you might ask, "What word would you be skimming for?" to be sure they are catching on to the process. When calling on a student to respond, first ask them the number where they found the answer. Wait a short time to let other students locate the answer with this clue to help them. Then ask the student to read the phrase that provides the answer to the question. By varying the number of passages and the sophistication of them this format can continue to be used as skill is developed.

Organizing Notes:

Before a rough draft can be written, some type of sequencing or organizing of the notes must occur. The student must learn to identify relationships among facts. At the most basic level a student may have five facts related to a topic such as an animal. They need to recognize subtopics and group facts according to these subtopics. For example facts about the animal's food, shelter, physical description, and life cycle comprise different subtopics. When writing their rough drafts, students need to learn to include all information on one subtopic before introducing another subtopic.

The next level of sophistication is sequencing the subtopics in a logical order. For example start with the physical description; follow it with food, then shelter, defenses, and life cycle. At this point it is appropriate to have students focus on structural relationships such as general to specific, or parts to a whole. Other relationships such as cause and effect, comparing and contrasting, categorizing, and the use of symbolism, also provide organizational schemes for sequencing notes prior to draft writing.

Sample Activities:

Provide students with ten or twelve facts about a topic for which they have some familiarity. As a class, identify which of the facts fit together and establish relationships among the groups of facts. Have students make suggestions for possible topic sentences. Individually, students write a paragraph incorporating the facts presented. Finished paragraphs are shared and critiqued. As experience is gained, students work independently without the support of the class group.

Additional practice in organizing notes can be given by having students make a web or tree showing the relationships among facts. Outlining can be used as can flow charting with certain types of material.

Bibliographies:

When students locate information in a reference source, it is just as important to identify the source as it is to take down the information. Young students need to understand that they are using someone else's thoughts when they are writing down information from a reference source. The idea that copying word-for-word is really stealing that person's ideas needs to be communicated to the students. There is no problem with this when classroom teachers refuse to accept plagiarized work. Requiring a bibliography as a part of a completed research project is essential. Students should be introduced to the correct format from the very beginning. When all teachers in a school system, or at least within a building, agree upon a common form and require its use, students are not faced with the problem of multiple bibliography formats which vary from teacher to teacher. While style sheets exhibit some variation in terms of punctuation, the basic sequence of information is standard.

Sample Activities:

One method for introducing the writing of bibliographic form to young students is to include correct bibliographic citations in the book report format. The standard bibliographic format can be presented in total class sessions. A transparency showing a sample title page can be used to provide group practice in preparing a bibliographic entry, and individual students can use whatever library book they happen to be reading for additional practice.

Simple annotations can be created for books on a given topic and used as practice in writing correct bibliographic citations. Each annotation includes the necessary information--author, title, place of publishing, publisher, copyright date and pages--in paragraph form. The order of the information is varied throughout the annotations. Since there are several citations on one topic, the next step is to arrange them in alphabetical order. Once students

are comfortable with citing an individual book, then examples are included which use articles from encyclopedias and periodicals. As need arises, formats for audiovisuals are presented.

To become proficient users of information individuals must become comfortable with such a search process as has been described here. The procedure for introducing the steps in the process is the same no matter at what age the learner is introduced to the material. Older students may progress more quickly, but components should not be omitted. Many short assignments requiring students to locate needed information, organize it, and present it in some way are preferable to one big annual research project. It is the process that needs to be learned and that takes repeated experiences which develop increased skills.

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Presented By W. Kent Voigt, Ed.D.



A Few Estimates...

- 90% of Man's Tools Invented In Last 30 Years
- 90% of Knowledge Discovered In Last 30 Years
- Pace of Change Is Accelerating
- Amount of Information In World Will Double In the Next 12 Years

2

According To Naisbitt

- High Technology Tools Are Replacing Much of Man's Muscle Work
- Electronics Is Globalizing While Simultaneously Individualizing Information
- A World Economy Is Emerging

3

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Naisbitt Continued

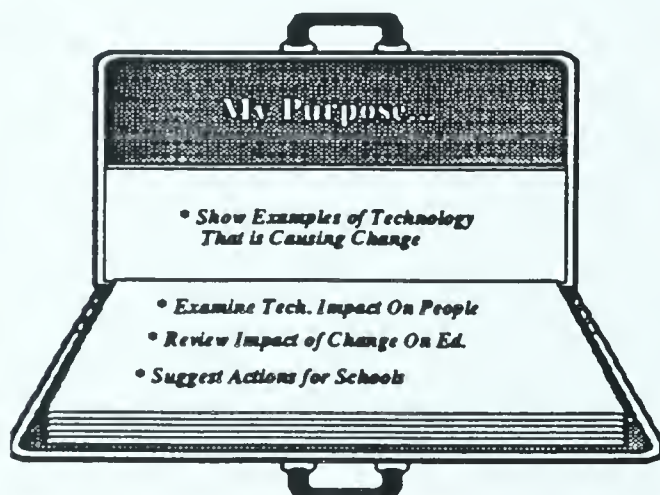
- The 1990's Will See A Renaissance In the Arts
- Major Cities Will Continue to Decline
- World Commerce Is Shifting From the Atlantic to the Pacific Basin Nations

4

More Naisbitt

- Employment In Developed Countries Will Remain High
- Socialist and Capitalist Ideas Will Blend
- Where It Now Exists, The Middle Class Will Remain and Prosper

5



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20th CENTURY U.S. ECONOMIC PERIODS



1900 - 1918
Agricultural Era



1919 - 1975
Industrial Era



1976 - Present
Information / Service Era

7

From U.S. Bureau Of Labor Statistics...

- 69% of Americans Work In Information Businesses
- 60% of U.S. GNP Derived From Sale of Information
- 51% of New Jobs Labeled Managerial or Professional
- Manufacturing Jobs Less Than 25% of Work Force
- Agricultural Jobs Less Than 2.9% of Work Force

From U.S. Bureau Of Labor Statistics...

- "Baby Bust" Generation Will Affect Job Displacement
- By 1990, Only 1/3 Number of People Added To Workforce As In 1970
- In 1988, 46% of New U.S. Jobs Pay More Than \$28 Thousand Per Year
- Low Pay Service Jobs Equal Less Than 6% Of New U.S. Jobs

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We Live In A Global Village

- 2 Billion People Watch World Cup Soccer
- Global Satellite Telecasts Are A Daily Occurance
- 1 Billion Telephones Can Be Reached By Direct Dialing
- Cellular Telephones Linked Through Satellites Will Soon Enable Us To Reach Anyone Equipped Anywhere On Earth

From TV Information Bureau...

- After Working... Americans Mostly Watch TV
- 99% of American Homes Have 1 Or More TV's
- Average American Family Watches TV Between 6 and 8 Hours Daily
- 70% of Americans Say They Get Most Or All Of Their News From Television

11

BOILED DOWN...

- U.S. Shifting to a High Wage Economy
- Displaced Industrial Workers Are Not Shifting To Low Wage Service Jobs Except As A Temporary Measure
- Job Shift is to Middle or High Wage Service / Information Work
- Employment Now And In The Future Requires Considerable Information Handling Skills

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-
- New Communication Tools Have Moved People Away From Near Total Reliance On the Written & Spoken Word for Communication
 - Momentum Moving Toward A World Economy
 - Task of Preparing Young People For Life In The Future Is Changing
-



COFFEE BREAK
10 Minutes

Demands On Schools

Agricultural Era:

- Small Schools Close To Home
- School Day Set To Accomodate Home Chores
- Only "Basic" Skills Needed
(Reading, Writing, Arithmetic)
- Most People Leave School After Eighth Grade

15

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Demands On Schools

Industrial Era:

- Large Schools To Serve Masses Of City Students
- Compartmentalized, Assembly-Line Education Emerges
- High School Added for Those Seeking Leadership Roles in Business and Professions

16

Demands On Schools

Information Era:

- People Are More Important Than Machines
- Rote Learning Too Limiting
- Subject Oriented Learning Too Limiting
- "Basics" Include More Than Traditional 3 R's
- Arts & Humanities Become Important

17

Where Are Schools Today?

- School Day & Year Still On Agricultural Calendar
- Subject Oriented Curriculum & Student Platooning Carried Over From Industrial Era
- Confusion As To Information Era Needs

18

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Reform Reports

Technology



19

The Reform Reports:

Bolled down, most reform reports suggest schools should do what they have always done... only better and longer.



20

High Tech Myth

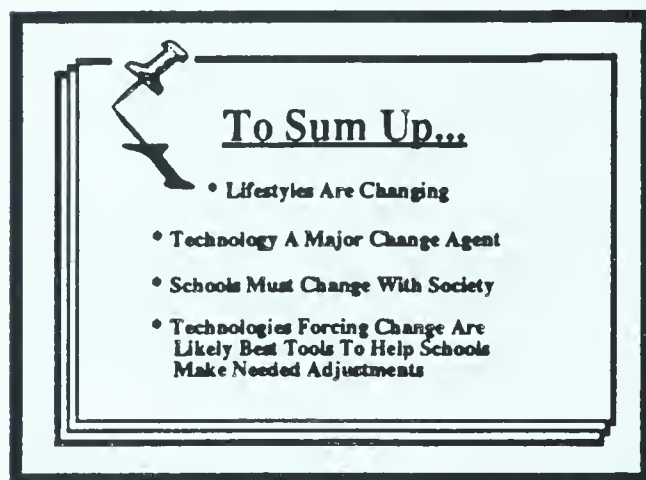
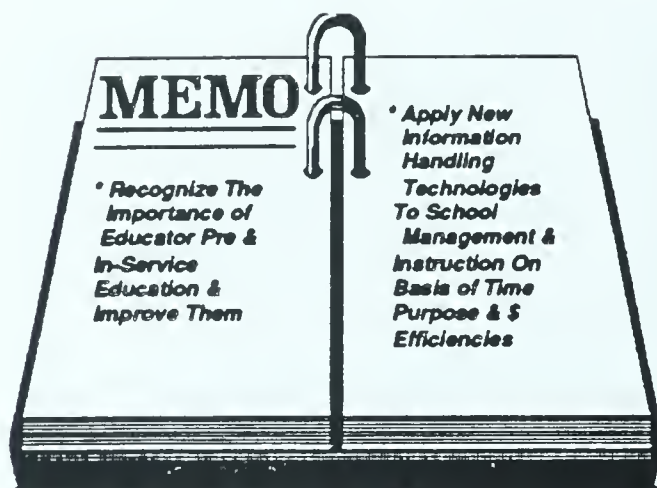
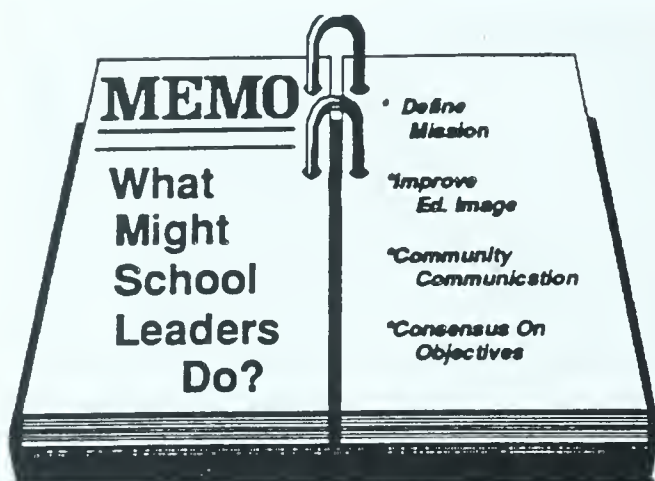
"All students must take courses in computer literacy because all future jobs will be in high tech computer areas."



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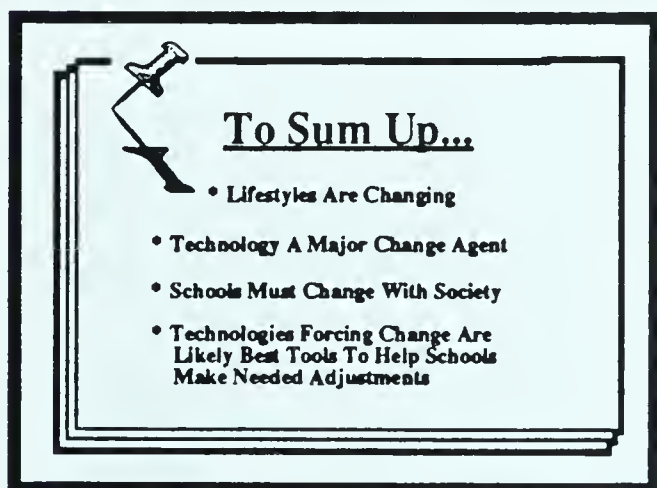
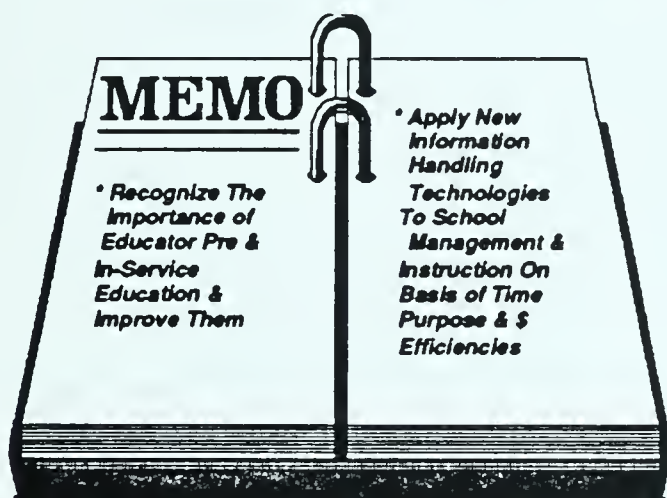
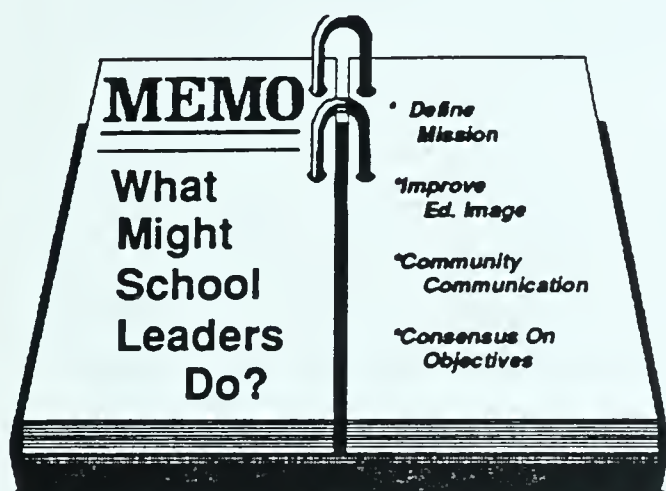
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BEYOND THE BASICS: GRAND HAVEN'S NATIONALLY RECOGNIZED MEDIA SERVICES PROGRAM

Burton H. Brooks

For more than 25 years, the Grand Haven (Michigan) Public Schools district has provided an excellent school library-media services for its students and teachers, a program which serves approximately 5200 students in eleven buildings and a district media center. The Instructional Media Services (IMS) program of the Grand Haven Public Schools has received state and national recognition several times in the last few years.

The Grand Haven school district, which is located on Lake Michigan, 35 miles west of Grand Rapids, 20 miles north of Holland, and 185 miles equidistant from Detroit and Chicago, has supported a library media program which has resulted in significant recognition to the district media program. Included among honors accorded Grand Haven Public Schools programs and personnel are the following: 1980 Michigan Association for Media in Education (MAME) Award for School Library-Media Program of the Year; 1981 MAME Ruby Brown Award (to Burton Brooks); 1982 MAME Award for Outstanding Teacher Using Media Services (Paul Trap); 1978 Michigan School Public Relations Association Award for Distinguished Achievement; 1987 United States Department of Education Outstanding Library Program Recognition (one of only 16 school district programs recognized nationally); and, 1987 MAME Media Service Award for Boards of Education.

Primary services of the Grand Haven Media Services program are provided through building library-media centers, while back-up services for building programs and district-level media services are provided from the district media center located in the Education Service Center, the district's administration building.

Professional media personnel are key to providing Grand Haven's excellent K-12 library-media program. The program is coordinated and supervised by a 12-month district level administrator, Director of Media Services, a position which was established in 1962 when the district commitment was made to develop a quality library program. In addition to the district Director, nine library media specialists are employed by the school district including a half-time media cataloger at the district media center which provides complete centralized cataloging, processing and ordering services thus permitting building media specialists to concentrate their efforts on working with students, teachers and curriculum.

The 1200-student high school media center is staffed by two and one-half library professionals, while the 1150-student junior high school media center is staffed by two full-time library media professionals.

The district's nine elementary media centers, which serve student populations from 200 students to 400 students each, are staffed by an elementary media staff of four professionals. In a unique staffing pattern, the elementary media specialists serve as a coordinated team, each responsible for two buildings' programs, but also working closely together to develop programs and services for all elementary buildings. Simply stated, the elementary staff of four media specialists serves nine media centers whereas the junior and senior high media specialists combine to serve in one media center per staff.

Additionally, the four elementary media specialists combine their skills to provide instruction in the district's once a week pull-out BEACON program for 80 gifted and talented fourth through sixth grade students. The U.S. Department of Education in its July 1987 publication **Check This Out: Library Program Models** cited the Grand Haven approach for using library media specialists as the instructional component of the district's grades four through six gifted program. The BEACON program which has been in existence since 1980 was designed, planned and put into operation by the elementary media specialists who, because of their knowledge of curriculum, materials and students across the grades, were an ideal team to deliver gifted and talented instructional services.

Also working under the Instructional Media Services umbrella are the elementary computer teacher/consultant, who is in charge of the district's unique traveling elementary computer lab which provides instruction for all district fourth through sixth grade students in district media centers; and the Primary BEACON teacher who provides instruction for second and third grade gifted students in media centers. Both of these special teachers work cooperatively with the elementary media specialists to provide instruction for upper elementary (BEACON) gifted students.

A full complement of support personnel is provided to assist the library-media professionals. Each elementary media center is staffed by a full-time media assistant, while the junior high and senior high media centers each have two full-time media assistants. Additionally, the senior high media center employs two co-op students before and after school to assist with delivery and pick-up of audiovisual equipment.

The district media center (IMS) employs ten full-time, year-around support personnel as well as two school year half-time coop students. Additionally, another one-half time clerical employee has been funded by Region 14 Area Planning Council on Aging. Job responsibilities of these district level personnel include audiovisual technician, technical processing secretary, professional library media assistant, laminator, graphics clerk,

printing press operator, media cataloging assistant, media services order secretary, secretary for IMS director, and media phototypesetter.

Media Services of the Grand Haven Public Schools has its own media delivery service and "IMS" van which provides delivery service to each building media center three times per week. Items delivered and picked up include REMC 7 materials as well as Grand Haven school district media and materials produced by the IMS. The audiovisual technician/repairman handles the delivery twice a week and when in each building provides simple repairs to audiovisual equipment so that most malfunctioning equipment is out of service for only a short time. The laminator handles the delivery of media items once weekly and thus is able to talk to teachers and building-level media personnel directly related to their special requests for laminating and other graphic services.

The IMS central services provide many varied services for the district's teachers, students, and administrators including the following:

- **Offset printing of instructional materials as well as items for administrative uses.

Approximately 85 percent of IMS duplication is devoted to teaching and building level materials including worksheets, teacher guides, programs, calendars, invitations, tickets, announcements, letters, report cards (more than 50 different reporting forms), and even several teacher-written and designed textbooks. Current duplication rates for the IMS' two presses total more than 700,000 impressions per month.

- **Professional library/media collection of more than 10,000 audiovisual items and books which are listed in card catalogs of each media center as well as the district media catalog which lists all materials in district professional library/media collection, plus the Regional Educational Media Center (REMC 7) collection of audiovisual materials, and the local public library audiovisual collection.

- **Graphics consultation is provided to teachers, administrators and general public by several IMS staff members. Suggestions and ideas for printed and audiovisual materials are provided by the IMS staff as well as performance of the actual artwork from design through to the final production of materials.

- **Large clip art library consisting of tens of thousands of items. The "clip art" is not clipped, but copied on a copy machine to provide line art work for many types of graphics and printing uses. Some of the sources of the heavily used clip art include: "The Clipper"; specialized clip art books from the American Library Association; "The Library Border Book"; "ClipArt & Dynamic Designs for Libraries & Media Centers", and, several FACTS on FILE publications (which include reproduction rights)--"American Historical Images on File", "Historical Maps on File", "Business

Forms on File", "The Human Body on File", "Personal Forms on File", "State Maps on File", "Design on File", "Life Science on File", etc.

- **Internal Revenue Service provided "Reproducible Federal Tax Form for Use in Libraries." Obviously, these are most popular during the income tax season. Back years' issues are retained for several years for patron use.
- **Master shelf list containing leads to all of the district's nearly 200,000 library-media items. This master list is very useful and facilitates loans of materials on a building to building basis. Additionally, the master shelf list will facilitate conversion to an on-line catalog in the near future when the IMS combines all of its building card catalogs to form a district-wide on-line network.
- **Complete collection of educational catalogs. More than 15 three-foot shelves are dedicated to the IMS collection of educational catalogs. This collection is supplemented by current and back year sets of the "Educational Media Catalogs on Microfiche" which is published by Olympic Media Information. During the course of a year, the IMS receives many requests for ordering and other data which is gleaned from catalogs.
- **Phototypesetting and composing which is done on a Compugraphic Model 7500 Editwriter providing professional quality printed and audiovisual materials. The phototypesetter features more than 40 type faces ranging from want ad sized type to one-inch type. Combined with a copy machine which enlarges and reduces, phototypeset graphic materials provide virtually unlimited uses for publications, audiovisual presentations, posters, charts, and other related items. This service will soon be updated with equipment capable of desktop publishing thus giving the IMS the best of the "old" and "new" worlds.
- **Complete laminating services which last year consumed more than 19 miles of film to meet district and community needs. One of the IMS' most popular services, laminating encourages teachers to produce quality teaching materials when they know that their efforts will be protected and can be used many times. For example, the elementary media specialists have developed exceptionally attractive bulletin board displays, had the displays laminated, and circulated the displays to different buildings on a three-year cycle. As part of the centralized processing service, all books jackets are laminated, a process which is both more long-lasting and cost-effective than using commercial jackets.
- **Specialized equipment loans are provided by the IMS. Each building media center has a basic compliment of equipment required to serve the building's needs. The

IMS provides specialized equipment which is loaned to teachers and/or buildings on a per need basis, or in some cases, on a rotating basis.

- **Unique teaching media including a petting owl and several stuffed animals and birds are very popular with elementary students and art classes even though IMS personnel do not like handling those "dead" items.
- **Large cassette library as well as an extensive collection of sound effects are items which are used extensively during the year. Of course, the IMS has a high speed cassette copier. Extensive lists of the sound effects available from the CBS and BBC collections are available in each media center.
- **Rebinding of paperback books is a heavily used IMS service. All library paperback books are disassembled, the covers laminated and the books reassembled. This process, which adds years of life to paperbacks, is also used to extend the life of classroom sets of paperbacks.
- **United Parcel dispatch service for the district is handled by the IMS. Not only does the district save money on delivery of most parcels, it has a written record of all packages sent out.
- **Computer support and backup is provided by IMS. The IMS has a large collection of public domain software which is available to teachers, students and the community. Additionally, a large collection of computer magazines and periodicals is maintained for use by staff and students. Many of the computer periodicals range back to the mid-seventies, thus providing a historic overview of micros. The IMS technician repairs many types of computer equipment while IMS personnel provide backup support and expertise for computer users.
- **Instructional television services are coordinated by IMS staff using over-the-air programming provided by Grand Valley State University's Channel 35 as a primary source. The IMS also has a satellite dish receiver which expands district in-service opportunities by using appropriate programming as available via satellite. Video editing and duplication services are also available as needed.
- **Several sets of the Ellison of Newport Beach, CA die cut letters are available at the IMS and are in use on a year around basis. Teachers use the cutting dies to make letters and other shapes for bulletin boards and special projects, and indeed, save many dollars over the cost of commercially prepared materials.
- **Thousands of buttons are designed, printed and produced each year using several Badge-A-Mint button makers. The IMS will make badges for patrons or loan the needed equipment to those who wish to make their own buttons at a lower cost. This

badge-making service is used not only by teachers, students and administrators, but by many community groups as well.

****Black and white photography and dark room services are provided for teachers and administrators by the IMS. Photo services include screening pictures for publication, producing title slides and transparencies, plus printing pictures for publicity uses.**

The above cited services are only an overview of those provided by the Grand Haven Public Schools IMS. In fact, the imagination and needs of IMS patrons really determine the extent of IMS services. IMS personnel encourage teachers, administrators, students, and even the general public to bring their needs to the IMS so that the IMS may find a way to help these patrons meet their needs.

Each building media center draws upon the IMS district media center to compliment its complete scope of services to students and teachers. All basic library, audiovisual, and television instructional services originate from building media centers which have large, comprehensive library media collections ranging from more than 27,000 items at the junior high media center to a low of 9,500 items at the district's newest elementary media center-- Lake Hills. Six of the district's elementary building media centers house more than 11,000 items.

Financial support for the library-media program of the Grand Haven Public Schools has been consistent over the years, both good and bad. For the 1988-1989 school year, the Library-Media Services program is budgeted at more than one million dollars, slightly less than five percent of the school district's regular budget, or about two hundred dollars per pupil for library media services including personnel and materials.

Grand Haven Public Schools' Boards of Education have consistently provided needed funding which has resulted in excellent, quality library-media programs and services to district pupils, teachers and administrators for more than twenty-five years not only during times of prosperity, but during periods when many school districts were reducing and/or eliminating effective library media programs. The result has been a fine school library-media program which has benefited students, teachers and community.

TIME MANAGEMENT FOR SCHOOL LIBRARIANS MAKING EVERY MINUTE COUNT!

Marvene Dearman

I. INTRODUCTION

Personal Inventory Toward Time (hand-out)

Brainstorm Time Management

II. SELF-ANALYSIS

List life time goals, goals for next year, and action plan

List six ways to waste time, personal and professional

List six ways to save time

Coping with interruptions (hand-out)

Identifying stress

III. TIPS FOR TIME MANAGEMENT

Set personal and professional goals

Set priorities

Delegate

Organize a routine (hand-out)

Learn to say no

Pace time

Handle paperwork more efficiently (work area organization)

Use a daily application of time management techniques

IV. REASONS FOR PROCRASTINATION

Lack of interest

Ability

V. REWARDS OF TIME MANAGEMENT

A sense of purpose

A feeling of control

More discretionary time

Increased effectiveness

Greater self-esteem

Success

HOW ORGANIZED AM I?

Rate yourself on a scale of 1 2 3 4 5
 poor fair good very good excellent

by placing the number on the line in front of the question. (This is for your use only.)

- _____ Do I have a list of things I plan to do today?
- _____ Am I able to accomplish some or most of them each day?
- _____ Do I have a list of responsibilities to be delegated to others?
- _____ Do I check to see that the delegated tasks are performed properly?
- _____ Do I usually tackle the most difficult tasks as soon as possible?
- _____ Do I often spend as much time as an hour looking for an item which I have misplaced?
- _____ Do I set priorities for the benefit of the total school program?
- _____ Do I try new ideas or programs?
- _____ Do I usually become side-tracked early in the day and never get back to the plan for the day?
- _____ As a rule do I have "things" on my desk that are unsorted and unfiled for more than 24 hours?
- _____ Do I handle the same piece of paper a number of times before I can make a decision as to what to do with it?
- _____ Am I willing to take suggestions from other teachers and students when planning the day's work?
- _____ Total Score

Score of	1 - 12	You need special counseling!
	13 - 26	You're trying.
	27 - 36	Group sessions will help you.
	37 - 48	You're on your way to the top.
	49 - 60	You should volunteer to help teach the class!

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 1471 Chevelle Drive
 Baton Rouge, LA 70806

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TWELVE WAYS TO WASTE TIME

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

TWELVE WAYS TO SAVE TIME

1. _____
2. _____
3. _____
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ANALYZE INTERRUPTIONS

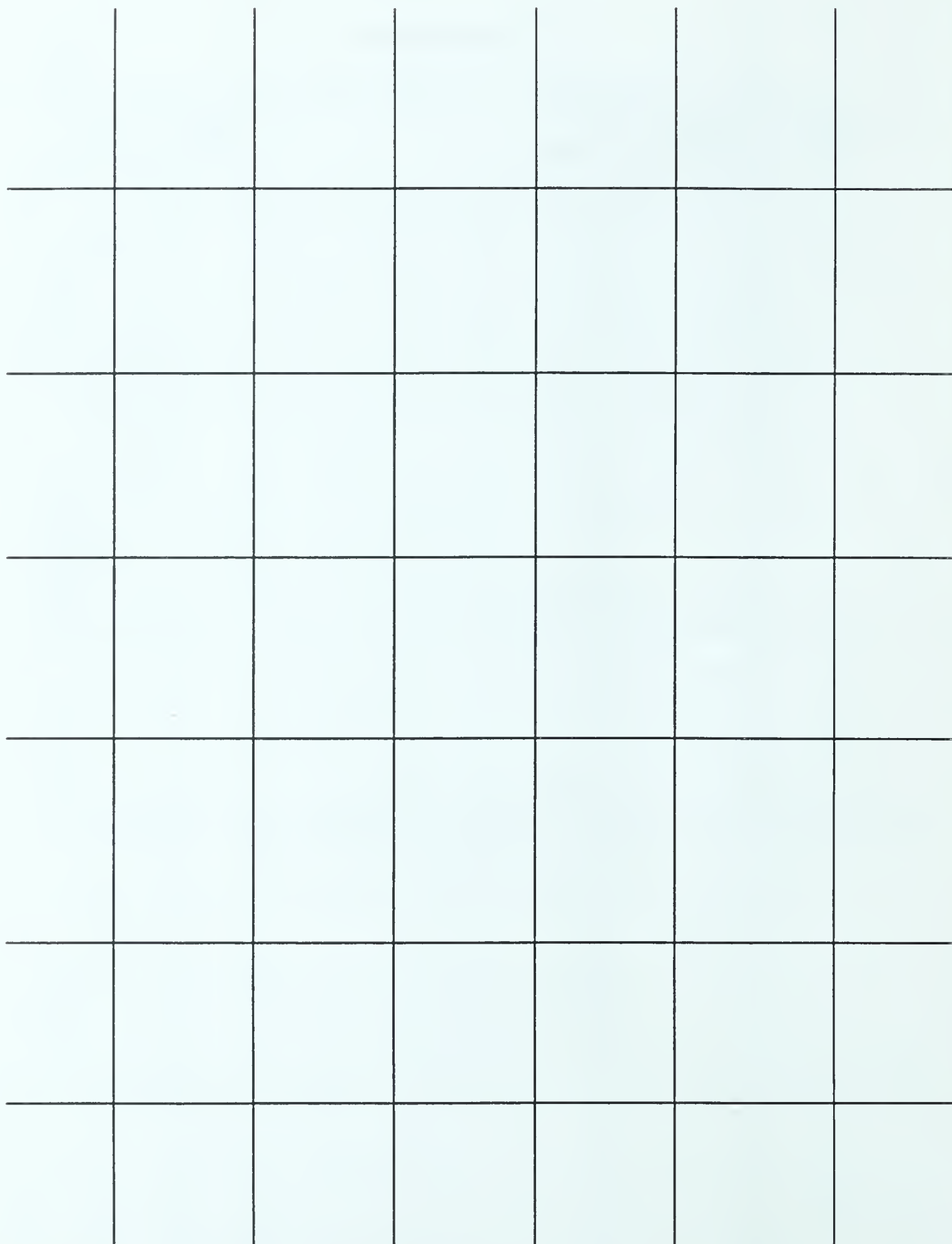
WHO	HOW	ACTION TAKEN

STUDENT ASSIGNMENT SHEET FOR THE MONTH OF _____ NAME _____

NOTES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Assignment Sheet

[illegible]



INFORMATION TECHNOLOGY AND INFORMATION SKILLS IN GERMAN SCHOOLS AND SCHOOL LIBRARIES

Rita Schmitt

I stand before you today, the prototype of an adult who hardly knows more about education in information technology and computers than a blind person does about colors. Or, in any case, my knowledge in this field is less than that of many students who obviously have little difficulty making use of today's computer technology.

Nevertheless, I would like to give you an overall view of the status quo of educational programs in information technology for students in the Federal Republic of Germany, and to report on the findings of a survey of school libraries and the work being conducted. Lastly, I will have a few words addressing student training in the use of databases.

In the Federal Republic of Germany and West Berlin, the educational system lies under the control of the federal states. That means each state decides its own curriculum guidelines, applying to that state only. Such is also the rule for education programs in information technology. However, attempts have been made toward unification, for instance, through the "General Concept for Education in Information Technology", which was drawn up in 1987 by the "Federal and State Commission for Educational Planning and Research Support", a joint committee of the federal government and all the federal states. This concept encompasses all the areas of education, meaning schools, universities and institutions for continued education.

In the area of general schools, education in information technology is to be implemented in two levels. First comes the basic training in information technology, which will be mandatory in the future for students beginning in the eighth or ninth classes, around fourteen years of age (secondary level one). The programs includes:

- the treatment and classification of the individual techniques
- learning about the basic structures and terminologies
- an introduction to the handling of computers and their periphery
- learning about the possible uses and the necessary controls for this technology
- an introduction to the presentation of problem solving in algorithms
- a general view of the development of electronic data processing
- teaching an awareness of social and economic effects that are related to the diffusion of microelectronics, for instance, the changes brought about in the occupational fields

- a presentation of chances and risks that arise in information technology, striving to create a proper understanding of these topics, for example, the dangers of the misuse of data
- an introduction to the problems relating to laws concerning individual rights and privacies

Students in the secondary level two (beginning with the eleventh class) should in addition receive further training in information technology (computer science) which includes:

- the treatment of the operation, performance capabilities and limitations of computers.
- teaching methods of problem solving
- learning about the specific programming languages
- the treatment of structural programming and data structures
- the use of computers for calculations, graphic production and for the simulation of procedures
- a clarification of process controls using microprocessors

This knowledge in computer science is taught in most federal states in separate courses in the secondary level two, and in other related courses in the secondary level one. The courses that are primarily involved here are: occupational class, math, social sciences, technics, and natural sciences. Thirty to eighty hours of instruction are dedicated for this field in the level one, eighty to two hundred and forty hours in the level two.

I would like to give you a concrete example of lesson plan contents using those from Berlin. In the ninth and tenth classes, the last two school years of the secondary level one, when the students are fourteen to sixteen years old, the following goals are set. Unlike in most of the other federal states, in Berlin a special course is offered. One should keep in mind however that students are given the option to reject this field in preference for another.

In the first introductory stage in computer science the students should get to know the algorithms and function principles of a computer. This can be done showing practical examples of how to produce address labels or heating oil bills.

The second stage deals with the demonstration of computer applications. It must be made clear that the computer can be an aid in other fields of instruction, for example in order to produce models and simulations. Suggested topics here could be a "Forest Environmental System Model" or "Office Automation" (as in text processing), the latter being an important subject by which students should get to know how computers can bring

changes in the occupational fields. Likewise students should learn how to critically judge these changes.

A third stage of instruction concerns the collection, processing and control of data, which can be exemplified by the topic "Computer usage in surveys/formulation and analysis of questionnaires". In addition, students should become acquainted with legal decisions that have been made concerning the dissemination of information in the computer age. Although this stage could offer an appropriate starting point to make a connection with school libraries and the possibilities of information retrieval, no such plans have been made. Reasons for this will be dealt with later on.

In the fourth stage, a comprehensive software product is to be conceived, produced and evaluated. Regarding all these stages of the basic program in information technology, it is apparent that the emphasis lies on the operation and function of the computer and the use of finished software products.

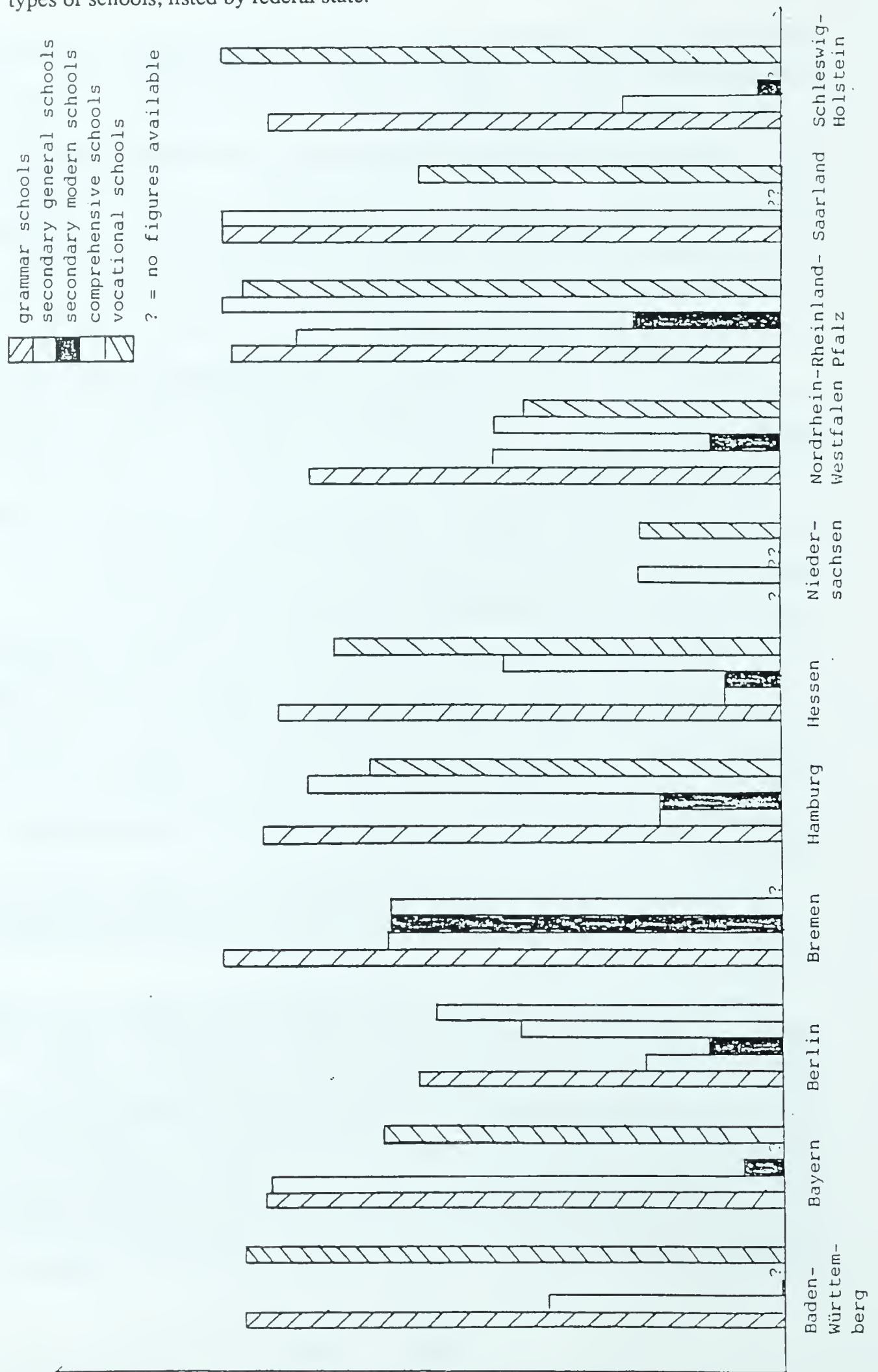
In the lesson plans of the secondary level two, a basic training program is offered to those students who have not attended any computer-related courses in level one - these courses are not yet mandatory. The material taught is pretty much that what was just described beforehand. Continuing on then, the emphasis lies with a systematic investigation for problem solving and the realization of such in data processing programs. In the last six months of school, the knowledge obtained through this course of instruction is to be used to develop an extensive software product for a specifically given purpose. A number of attempts have been made here to produce a program for library administration, which proved to be somewhat difficult because of the various operations involved. I know of only one case in which the developed software is actually to be implemented in the school library.

In order to help make the computer science training program a reality, all of the federal states have established bureau use that draw up guidelines and advise schools concerning the choice of hard and software.

Already the hardware found in many schools is of a relatively high quality - most own equipment of IBM Standard. Special attention is now being given to the selection, testing and rating of software suitable for school instruction. State institutions collect and exchange information and recommendations concerning available software products and also function as distribution centers for school software which has been developed by teachers and is to be passed on to other schools. At this point it must be said, at any rate, that the type of hardware found in schools varies greatly depending on the type of school in question.

The following table shows in percentages the distribution of computers in the various types of schools, listed by federal state.

Table on the equipment of
the different school branches
with personal computers
(figures from february 1986)



Observations show that the use of information already available in databases plays no role whatsoever within the scope of this concept for education in computer technology. Therefore, the inclusion of school libraries as information resource centers using conventional or electronic reference tools hardly comes under consideration. The reason for this are as follows:

In the Federal Republic of Germany the development of school libraries has progressed much slower than the development of computer education. Approximately every tenth school has a respectably functioning school library. The information needed and used for class instruction comes primarily out of school textbooks. Quite often no recognition is given to the importance of using outside information sources. A survey of school libraries that I conducted in the fall of 1987 shows the present distribution of computers and the possibilities of their use in school libraries. School libraries still stand - it should be said now in order to prevent any great expectations - in the beginning phase of computer applications in library operations. They have had relatively little chance to profit from the developments in public libraries since the use of PC's in this field also has a very short history. Just a handful of school libraries have begun to use a cataloguing software, Allegro, which was developed by the university library in Braunschweig, West Germany.

Finding a suitable software for library administration was still a main problem for school libraries two or three years ago. In the meantime, several programs have appeared on the German market which are applicable for library use.

The practical experience made in other library branches is also of little use to school libraries because of their small collection size: between two and ten thousand titles. The software used in other larger libraries is to a large extent much too expensive for school libraries.

At the moment roughly twenty school libraries are now working with personal computers. Most of these are found in grammar or vocational schools, a few in comprehensive schools. This distribution correlates to the overall distribution of computers in the various school types mentioned previously.

It is quite conspicuous that especially those libraries with few staff members have installed PC's. Roughly one third of these libraries are run by a single instructor, who teaches three or four hours less a week. The use of computers can greatly help ease the burden of routine work under such staffing conditions. The aspiration of most libraries is to automate a variety of library work procedures, cataloguing having top priority, with circulation and overdues following. Recording older existing collections is still a major problem for libraries with a small staff. It is therefore important that these libraries have the

possibility to print the electronically recorded data on catalog cards so that the conventional card catalogs are continued. More than half of the surveyed school libraries do this, the rest print out lists. At the present time we have no reports concerning how effective and easy to manage these lists are, particularly when large collections are involved or when an entire school class has to work with them. A number of libraries use this new technology to improve collection access. Subject heading selection and print outs of title entrees are two important examples to be named here. Usually it is also possible to print out individual classification groups or titles of literature for a specific topic. Such lists are used quite often as a source of information for individual courses, so that teachers are encouraged to use the literature on hand. To what extent students take advantage of such possibilities depends on the work load of the library staff, since all of the surveyed libraries use only one terminal to which students seldom have access. A few libraries are considering ways in which students can search catalog information online. Most probably this will mean the necessary addition of more terminals.

You are probably asking yourselves at this point why part of the existing hardware in schools is not shared to perform these functions in the school library. The problem is simply this: computers are normally associated with such courses as technics, math, or natural sciences. That computers can also be implemented for information retrieval in the library in order to support every subject taught in school still remains an unaccepted fact.

With that I come to the last part of my presentation. The federally funded project "Fachinformation in Schulen", abbreviated "FiSch", which means "Specialized information in schools", has been conducted for the past two years by colleagues at the Institute for Library Science and Librarian Training at the Free University in Berlin. The major goal of this project is to help high school students as well as their teachers learn the importance and the basics of information retrieval, with emphasis on the newest information technologies, particularly online and CD-ROM.

At first plans were made to make use of German databases available in West Germany (approximately 200). However, only five or six bibliographic databases were found to be suitable for school use, the most relevant database being one produced by the German Library Institute, "Zeitschriftendienst", which is our equivalent to the American "Readers' Guide to Periodical Literature". There was just one problem: this bibliography was available to the public in printed form only when the project began. Since then a beginning cumulation of the past two years is now available on floppy discs to all interested libraries. The project's programmer, Axel Jacquin, developed a search program for the Zeitschriftendienst data, which together has now been tested in four Berlin school libraries, primarily in conjunction with computer science classes. After receiving a general

introduction to the databases, groups of students are then given twenty to thirty minutes to carry out online searches, which have up to now been successful in most cases. It is the next step that causes problems: Many of the magazine articles found in the database are not available in either the school library or the city district's main library. These articles must be requested from the central public library in West Berlin, which has proven to be a tedious and time-consuming task, too much to be asked of the students in the long run. Aside from the problem of supplying the literature, it became quite apparent that students were having much less difficulty with computer and database use than with reading and understanding the actual literature.

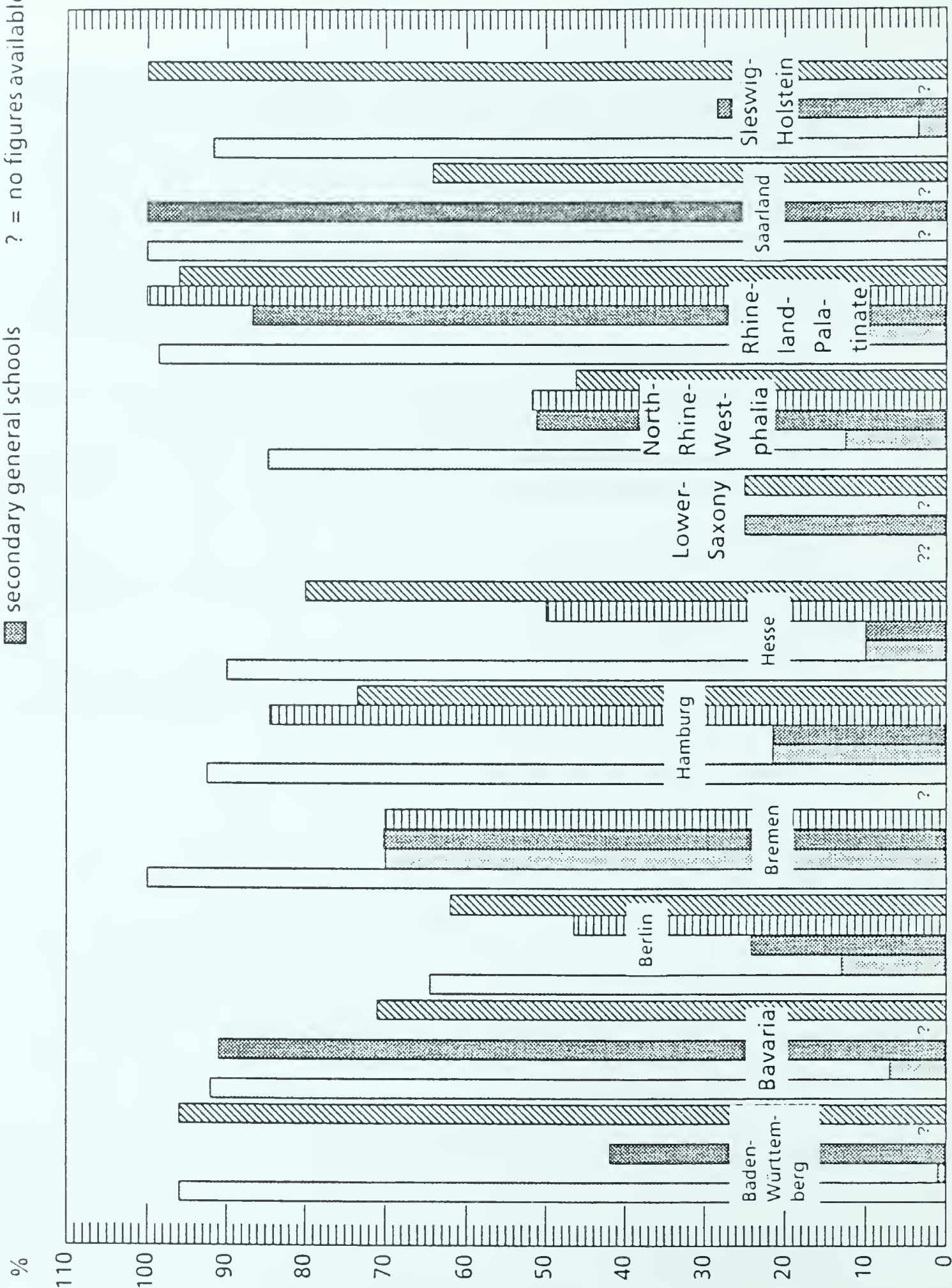
The necessary basic prerequisites for information retrieval are still lacking in part, or, as project co-worker Ken Nein expressed in his article about the FiSch project which may appear soon in an upcoming issue of the "School Library Media Quarterly", teaching online searching to students who are still lacking basic library skills is like putting the cart before the horse!

Nevertheless, one concrete product resulting from this project will be a handbook for teachers and one for students. It is hoped that many students, teachers and librarians will benefit from these publications.

As you can see, we still have many problems with our school libraries as well as with teaching students the newest information technologies, but we are working hard to solve them.

Table on the equipment of the different school branches with personal computers (figures from february 1986)

□ grammar schools
 ▨ secondary modern schools
 ▩ secondary general schools
 □ comprehensive schools
 ▨ vocational schools
 ? = no figures available



APPLICATION OF THE NEW TECHNOLOGIES IN THE HIGH SCHOOL MEDIA CENTER

Ricki Chowning

As the development and refinement of sophisticated technologies in the fields of information access, manipulation and retrieval causes these technologies to become accessible to learners in K-12 education, educators and media professionals face the dilemma of integration into the curriculum. Cost, applicability to the curriculum, resistance to new forms of technology and unfamiliarity with hardware and software are but a few of the stumbling blocks in the path of the interested educator.

At East Grand Rapids High School, some of the above obstacles have been at least pushed back in order to offer a pot-pourri of computer access, manipulation and retrieval of information to students, teachers and administrators.

The following is an abstract of the fledgling beginnings East Grand Rapids High School has made in applying computer technology to media center services. Some have been more successful than others, but all have been characterized by an earnest desire to present students and faculty with the opportunity to learn through the use of technology

ON-LINE DATABASES

A monthly subscription to the Dow Jones database was purchased at a current (6/88) rate of \$125 per month. The single subscription allowed unlimited, twenty-four hour use of the non-text databases. These included retrospective and current stock prices, the Academic American Encyclopedia, weather information and United Press International hourly news summaries and stories. This service was subscribed to for a period of six months.

In conjunction with the above database a limited number of one-time passwords were purchased for use with the Einstein gateway service. This service allows for searching a wide range of databases from DIALOG, BRS, and other services with the end result of a possible list of eight current citations, including one fulltext article, if available.

Five hundred dollars of the total \$1,200.00 bill was covered through a grant from the Michigan Association of Computer Users in Learning. The remaining was paid from the Media Center general budget.

Both Einstein and Dow Jones were introduced to a pilot group of two classes of tenth-graders; the skills of focusing a topic, the concept of Boolean logic and combining descriptors, and selecting the appropriate database were introduced during a three-day classroom instruction period.

AUTOMATED CIRCULATION

A twenty megabyte Profile hard disk, Apple IIE, wide-carriage Imagewriter printer, Circulation Plus and Quickcard software were purchased from district capital outlay funds in the summer of 1987. The 1987-88 school year was spent weeding, barcoding and data entry of the collection. The system will be up for the beginning of the 1988-89 school year.

MEDIA CENTER MANAGEMENT

Apple IIE's are employed with Appleworks software to handle most media center functions of communications and budget. Follette's Quickcard program is used for computer cataloging of district materials, and the Overdue Writer is currently being used for the overdue materials list. The latter will be replaced by Circulation Plus this fall.

INTERSCHOOL COMMUNICATIONS

A Digital Equipment Decwriter and external modem is being used for several different functions: accessing the Michigan Occupational Information System (MOIS), communicating with educators across the state through the University of Michigan CONFER bulletin board system (both media specialist and high school principal are using this), the county through the Kent Intermediate School District bulletin board. The latter is also used as the vehicle for sending requests for periodical articles in a cooperative periodical exchange program with two other local high schools, Grandville High School and Northview High School.

CD-ROM

Through the efforts of the Parent Teacher Student Organization with matching funds supplied by district capital outlay, a Hitachi CD-ROM player, IBM PC, printer and the software programs Grolier On-Line Encyclopedia and the Electronic Bookshelf were purchased in the summer of 1988. In addition, a second station with printer and CD-ROM player was leased for the 1988-89 school year for use with the new CD-ROM version of Information Access's periodical index Text on Microfiche (TOM). Nine monthly updates are provided during the school year; one during the summer.

SUGGESTIONS FOR "JAZZING UP" YOUR MEDIA CENTER!

Marian S. West

- * Plastic monofilament fishing line makes great invisible suspensions.
- * Create directional mobiles from scrap cardboard and string.
- * Kites could be made or purchased.
- * Watch newspapers for interesting speakers. Most will appear at your school free; they are flattered to be asked.
- * See alternative funding for covering any expenses: Arts councils, business organizations (Rotary, Kiwanis, etc.), community organizations. While THEY may not be able to help, they may know other sources.
- * Don't forget your local colleges, universities, and business as sources of free speakers.
- * Solicit slides of interesting places and things from your teachers and friends who travel.
- * Be willing to take donations, especially records, as these can be valuable resources. Be sure that the donor understands that YOU will decide what is kept.
- * Scrap fabric and leftover LATEX paint can be turned into colorful signs and banners.
- * Create a picture file: One could be nice art pictures, dry-mounted, to be circulated. Another could be pictures cut from magazines and catalogs to be used for collages, bulletin boards, etc., and not to be returned.. an art-idea drawer.
- * Be willing to display student art projects and, if they are outstanding, try to get to keep them!
- * "Let imagination rule the day" should be your motto!

ELEMENTARY SCHOOL LIBRARY CENTERS AND SELF-CONCEPT IN CHILDREN

Dianne McAfee Hopkins

INTRODUCTION AND PURPOSE

A position paper entitled "Elementary School Library Media Centers as Essential Components in the School Process" was published by the American Association of School Librarians in 1986.¹ Following a review of selected research studies, the paper concludes that the school library media center is central to elementary school education today. Yet the paper deplores the fact that many elementary schools have inadequate or even no elementary school library media centers to create the instructional climate so essential to children's cognitive and affective growth.

The question of the public's and many educational decision-makers' lack of recognition of the value of elementary school library media centers, and the professionals who lead them, is not a new one. It is one which has plagued library media specialists and many educators for years, in spite of numerous examples of successful programs throughout the country. What, then, is of importance to parents and educational decision-makers? Among the areas that one readily thinks of is academic achievement, for this has always been a desirable educational outcome. Among the factors that affect the maximization of academic achievement in the young is the child's self-concept.

Because of the importance of positive self-concepts, a study was conducted (McAfee) to determine the presence of conditions of positive self-concept in elementary school library media centers.² The purpose of the study was to determine whether an elementary school library media center with a full-time library media specialist, full-time aide, variety of current printed and audiovisual materials, and a program of activities and services had components which could be identified as being those which could be said to promote or enhance positive self-concepts in elementary school students. The following conditions which appeared most frequently in self-concept literature were selected for study: cooperation, independence, success, positive atmosphere, challenge, feeling of value of acceptance.

Background

In order to focus most clearly on self-concept contributions in an elementary library media center (LMC) setting, it was necessary to examine theories of self-concept and

learning, in general, and their applicability to school settings, including the goal and aims of school LMCs. The examination provided a strong theoretical basis for the study.

The literature is consistent in its emphasis on the effect of a child's early years in the development of a self-concept. Major theorists as early as William James in his 1890 historic book, Principles of Psychology, and continuing through Freud in the 1900s, provided theoretical foundations for beliefs in the importance of self-concepts. In the 1920s, social psychologists Alfred Adler, Karen Horney, and Harry Stack Sullivan, in the 1930s, George Mead and Gordon Allport, and beginning in the 1940s, Abraham Maslow--all supported the importance of the self-concept.

The emphasis on formation of concepts of self in the early years is supported by research of Coopersmith,³ Gordon,⁴ Purkey,⁵ Quandt,⁶ and Rogers.⁷ While literature on the early years and self-concept puts greatest emphasis on the home and its environment, particularly on the role of parents, schools were also found to influence a child's self-concept. In fact, some, like Purkey, found that next to the home, the school was the single most important force in shaping the child's self-concept.

Self-concept would probably not receive so much attention were it not for its relationship to learning. While research data does not provide clear cut evidence of what comes first--a positive self-concept or scholastic success--the data stresses a strong reciprocal relationship and provides evidence that enhancing the self-concept is a vital influence in improving academic performance (Purkey).

With schools having such an important part in shaping self-concept and with scholastic achievement tied to self-concept, it would seem imperative to provide experiences in elementary schools which will reinforce conditions of positive self-concept. A number of previous studies focused on the classroom atmosphere and teacher activities (La Benne and Greene)⁸. Yet classrooms, with their grading system and structure, may not always encourage positive self-concept reinforcement.

Prevailing theories of learning emphasize such basics as:

- children learn as individuals
- children learn at various rates
- children learn according to different styles and patterns
- education is a continuous process (Gillespie and Spirt).

Aims of LMCs are consistent with basic theories of learning, focusing on such common areas as creating the right environment for learning, providing materials, meeting curricular needs, meeting personal and instructional needs of students, encouraging creativity, self-fulfillment, and inquiry. Because of the similarity of aims of school LMCs and major factors contributing to self-concept, namely cooperation, independence, success,

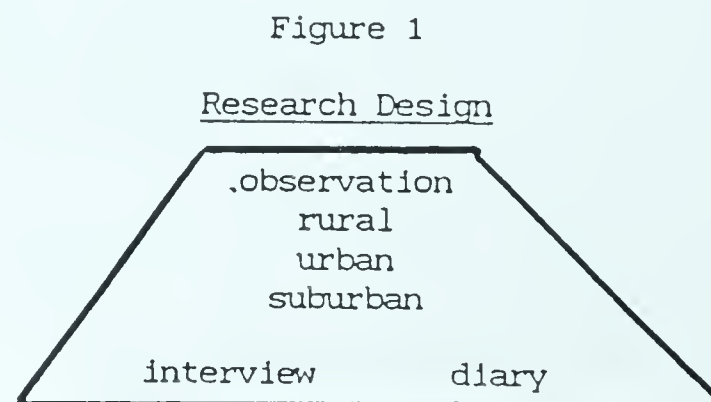
positive atmosphere, challenge, feeling of value or acceptance, the study examined the broad question of whether this overall objective, other objectives were designed to compare the program, interpret the impact of the philosophy of the library media specialists on the program, discover student attitudes, describe emerging patterns or relationships, and generate hypotheses for future studies. Questions, instead of hypotheses were formulated to investigate the overall concern about whether LMC programs have conditions which are said to promote positive self-concept in children.

Methodology

The research method was designed to focus on the broad range of activities and experiences available to elementary-age children in school LMCs. All instruments and overall methods were reviewed by a panel of experts which included experienced building-level elementary school library media specialists, district-level libraries media directors, university professor in librarianship, and state department of education libraries media consultant. Utilizing this panel of experts, two study observers and the researcher, observable indicators were agreed upon for each of the six conditions being examined. (See Appendix A)

The study employed a descriptive case study research design which consisted of the use of observation, interviews, and a diary of LMC activities at each school (see figure 1).

FIGURE ONE



In most instances, the research methods, i.e., observation, interviews, diary, were used to obtain data about all the conditions being studied. Table 1 illustrates the conditions described within each method utilized.

TABLE 1
Conditions Studied According to Method Used

Method	Condition					
Observations:	Cooperation	Independence	Success	Challenge	Value	Positive Atmosphere
Physical setting				X	X	X
Model	X	X	X			
Interviews	X	X	X	X	X	X
Diary	X	X	X	X	X	X

Following a pilot study, the case study approach was utilized in three Wisconsin elementary schools having LMC programs as described earlier (e.g., full-time professional and aide). The three schools represented a rural, an urban, and a suburban setting. Schools were selected utilizing a survey instrument which had been field-tested. Basic similarities between schools such as size of collection, student enrollment, certification of the media specialist were sought. A system of assigning points to survey information for the purpose of objectively evaluating the surveys was used.

Observation

Instruments designed other than the survey instrument for selection were the observation model used in the on-site study (Appendix B), the breakdown of general LMC activities according to self-concept conditions being examined (Appendix A), and interviews with library media specialists and students.

In actual practice during the week-long case study in each school, activities in the LMC were observed by a full-time observer who used the observation model described in the previous paragraph for five-minute intervals over a one-week period in each school. Inter-observer reliability was attained by having a second observer observe 20 percent of the total

week in each school. Observers were trained together. In order to ascertain inter-observer reliability, Kappa co-efficients were obtained for each school on the second day of the study. The Kappa co-efficients yielded the following data: rural school reliability between observers was .86; urban school reliability was .87; suburban school reliability was .90. These figures indicate the observations between the two observers were very consistent.

The observation method, in addition to utilizing the observation model, also utilized a description of the physical setting according to predetermined criteria found in Appendix A focusing on the conditions of positive atmosphere, being challenged, and being valued.

Diary

A written diary of all LMC activities was kept throughout the week. Interactions between individual students and the library media specialists, between individual students and the aide, as well as interaction between students were particularly noted. Any formal interactions between the library media specialist and a class or a group of students were also noted.

Interviews

Student interview questions were asked of some students from each grade beginning at the third grade level in each school studied. Overall, students represented both sexes, range of normal IQ levels, were conversant, and were representative of various ethnic/minority groups found in the school. Students to be interviewed were selected by library media specialists and teachers at each school. Interview questions focused on all conditions being studied, namely cooperation, independence, success, feeling valued/accepted, being challenged, positive atmosphere. Questions reflected attitudes toward the LMC, its activities, and its staff.

Interviews with library media specialists focused on gaining information on the philosophy undergirding the library media program, as well as the perception of the library media specialists of student use and preferences, role of teacher and principal, parental support.

Results

Results of the study showed that all six conditions studied were present in the schools being studied. Findings of this study, therefore, indicate that it is possible for the LMC to make a difference in the individual child's development of a positive self-concept.

The observational data which utilized the model found in Appendix B were submitted to analysis of variance to investigate relationships of observed activities as they related to the

type of school and day of the week, to the type of school and the general grade level at which the activity most frequently occurred. For those relationships in which statistical significance was found at the .05 level, Scheffes were also performed. The observation instrument focused on the conditions of cooperation, independence, and success. In general, there were no differences existing which varied depending on the day of the week. Some differences by level (e.g., K-3, 4-6) were found. For example, students in grades K-3 cooperatively used audiovisual equipment and materials more. Students in grades 4-6 studied more in the LMC. Activities were most similar in the rural and suburban schools, for specific activities during the week's visit at the urban school served as attention-getters from usual LMC activities. Some expected activities such as production did not occur.

All schools visited had a stronger emphasis on independence than cooperation. However, the analysis of the observation instrument showed evidence of all the conditions being studied, namely independence, cooperation, and success.

The physical setting description in each LMC showed evidence of the conditions of positive atmosphere, feeling of value or acceptance, being challenged.

Student interviews showed that students of each grade found the LMC atmosphere to be positive, felt valued, had many experiences of success as well as opportunities for success, cooperated naturally, and found the LMC to be a place which challenged them.

The library media specialists' interviews showed them to be generally of one mind in their belief in the worth of the individual student and the need for library media programs to promote that worth.

Diary analysis showed clear examples in each school studied of the conditions being examined.

Each method utilized, i.e., observation, interview, and diary, ultimately complemented one another. Varied emphasis of research methods, whether factual, conceptual, or attitudinal, in the final analysis supported and enhanced the findings of the other.

Recommendations for Practice and Further Study

Results of the study point toward providing, wherever possible, elementary school LMCs which focus on a program which can promote and enhance positive self-concepts in elementary school children. The study suggests that those who utilize an elementary school LMC as simply a place where an aide decorates a bulletin board or checks out materials to students are not scratching the surface in terms of what a professionally-directed library media program can provide. It suggests that a seemingly natural and spontaneous program of activities and services may hide the amount of planning, time, and effort involved in making it so.

Implications for practice and further research include the following:

1. LMC programs should be designed to promote the development of positive self-concepts in elementary-age children.
2. The philosophy of the teaching staff, as well as the library aide (in addition to the library media specialists), also determines how students use the LMC.
3. Wherever possible, LMC programs which permit flexible use by students should be encouraged.
4. Further study of each condition included in this study should be conducted independently.
5. Broad studies similar to the one conducted are needed at other levels, including:
 - a. LMCs with a half-time professional media specialist and full-time aide,
 - b. LMCs with a full-time professional and no aide,
 - c. LMCs with a part-time professional and no aide,
 - d. LMCs with a full-time aide and no professional,
 - e. LMCs with a part-time aide and no professional.

As is important with descriptive studies, replication is encouraged.

Appendix A

Conditions to be Examined

fostering cooperation
independence
success
positive atmosphere
being challenged
feeling valued/accepted

Fostering cooperation

Observe:

children playing games; activities requiring a minimum of 2 people
LMC skills activities designed for groups
teaming of primary/intermediate students for storytelling, etc.
peer couple activities, e.g., studying together, selecting books together, and
voluntary couple activities.

Independence (Utilization alone)

Observe:

use of audiovisual equipment alone
use of audiovisual materials alone
production of media alone or with limited assistance
ability to use card catalog and find what is being sought
ability to go to LMC alone

Success

Observe:

satisfactory participation in or completion of an LMC/game/activity/production
location skills in finding what is desired
steps used in locating and using what is desired

Being challenged

Observe:

presence of variety of materials in varied formats, interests, level of difficulty
presence of games like calendar clues

production opportunities

other activities -- write a letter to author, etc.

use of a variety of materials by children, e.g., small children using advanced material

Feeling valued/accepted

Observe:

displays of student work in the LMC

work as student assistant (describe)

ease in talking with library media specialist

ease in seeking help from library media specialist, others

ease in browsing or seeking out what is needed, even alone

student taking initiative in class discussions in the LMC

Position Atmosphere (physical characteristics)

Observe:

lots of materials/displays which focus on senses -- feel, touch, smell, sight, hearing,
and seeing students use them

presence of equipment, materials, which are accessible, not locked in a closet

decorated in ways that would invite/encourage student use, i.e., warm colors, plants,

student work, comfortable furniture, animations, subjects of interest to children

accessibility for small children -- ease of reach to touch and manipulate

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Appendix B

HOPKINS OBSERVATION INSTRUMENT

OBSERVER: _____ DATE: _____ SCHOOL: _____
 AREA EXAMINED: _____ TIME PERIOD: _____ AGE RANGE: _____

TOGETHER		ALONE		Comments
Freq./How many	* Pr:	* Pr:	Freq./How Many	
				INDEPENDENCE
			Going to LMC	
			Using card cat.	
			Browsing	
			Select. books	
			Select. AV mat.	
			Check. out books	
			Check. out AV mat.	
			Return. mat.	
			Reading	
			Studying	
			Using AV mat.	
			Using AV equip.	
			Using int. ctrs.	
			Production	
			Using models	

* present

		Pr.	Freq/How Many	Comments
COOPERATION	REQ. VOL.	Teaming of int./primary students		
	REQ. VOL.	Game playing		
	REQ. VOL.	Skills activities together		
INDEPENDENCE	REQ. VOL.	Production w/limited assistance		
	REQ. VOL.	Using AV equipment w/limited assistance		
	REQ. VOL.	Skills activities alone		
SUCCESS		Location skills used in searching		
		Satis. participation/completion LMC activities		
		Satis. participation/completion LMC production		
		Other:		

NEW TECHNOLOGIES FOR LIBRARY BUILDINGS

Donald Fork

In order to effectively incorporate the newest building technologies into tomorrow's libraries, architects, librarians, and building consultants must track and analyze recent technological advances in a myriad of fields that each year become more and more complex. In addition, they must possess a comprehensive understanding and view of architectural history as well as an intuitive sense of the present and future needs of library patrons and the communities to be served.

It is therefore the purpose of this paper to present a general overview of some of the latest building technologies that are finding their way into the design of new or remodeled library buildings and to survey new or emerging technologies that have the potential of being used in future libraries by innovative architects and library planners.

Space and Time Conceptions

To fully appreciate the magnitude of the technological challenges that are confronting library planners and to provide the necessary framework for this review, one must first understand the historical context which allowed architects the opportunity to shape buildings intended to meet the material and cultural needs of civilized societies. Fortunately, such a perspective has been provided by Giedion (1976) in his book, Space, Time and Architecture which reviews not only the varied approaches to architecture and city planning, but also their relation to the emerging industrial technologies and the visual arts. In it he distinguishes between three major periods of architectural history that revolve around the space and time conceptions of builders and architects.

*The views expressed in this paper are those of the author and do not necessarily represent the official position of the U.S. Department of Education or any other Federal agency.

The first of these conceptions is exemplified by the apparent preoccupation of ancient civilizations with what Giedion has called "volumes in space" and which was given form in the shape of buildings such as the Parthenon in Greece and the pyramids in Egypt.

In these and other accomplishments ancient architects tended to place little or no importance on the shaping of interior space and were unconcerned with related problems such as vaulting and light. Instead, they focused their attention on the interaction between volumes in order to give full development to this first architectural space conception. (Giedion, p. xlv)

The second space conception which began during the Roman period and continued to the end of the eighteenth century was primarily concerned with the formation of interior space. This architectural stage was distinguished by the efforts of architects to create buildings that had hollowed-out interiors and to come up with ingenious solutions to the associated vaulting problems that these buildings presented to them. Examples of such efforts can be seen in the buildings of the Roman Pantheon and the Gothic cathedrals of the Middle Ages. (Giedion, p. 1y)

The introduction of the third space conception occurred early after the nineteenth century which served as somewhat of an intermediary link between stages. This third space conception was closely associated with the optical revolution that abolished the single viewpoint of perspective in architecture and the visual arts. It was during this stage that the space-emanating qualities of free-standing buildings were once again appreciated and various new approaches were introduced to more effectively hollow-out the interior space of buildings and resolve associated vaulting problems. With its concern for multiple viewpoints of perspective, their most recent space conception introduced new and unique concepts that called for the interpenetration of buildings at different levels of inner and outer space. This latter concept has been attributed by Giedion to the influence of the automobile and the solutions offered by highway engineers and urban planners who successfully created parkways that followed the natural contours of rural landscapes and modern urban highways that merged multiple lanes of traffic into the organizational and functional structures of modern cities (Giedion, p. 832).

Movement and Architecture

Such conceptual advances were instrumental in establishing movement as an inseparable element of architecture and can be correlated with the flow of information that can originate from or pass through modern libraries or documentation centers. Just as the automobile transformed modern cities by requiring highways that penetrate and continue through them at different levels, information in its various electronic and digital formats has transformed even the smallest of libraries into a modern information switching center capable of storing or passing along recorded knowledge. Concerns such as these are particularly important today as more and more publishers and producers make available their books, reference services, and media productions in a wide variety of electronic and optical formats that can be accessed directly by the consumer without the need for librarians or any other intermediaries. Careful planning which acknowledges and capitalizes on the effective use and potential of such important new knowledge tools will help to insure the continuance of libraries and librarianship as a viable force in society.

Architecture and Libraries

Since ancient times, library builders have been successful in meeting and serving the needs of their primary constituencies by following the famous adage of architecture--form follows functions. In addition, libraries have generally been viewed as being beneficial to the institution or agency for which it was created and have often times enjoyed the sponsorship of influential royal and civic supporters.

For example, during the Hellenistic Period in Egypt the Ptolemies were successful in establishing the renowned Alexandrian Libraries--the Brucheion and the Serapeum. These libraries served as essential adjuncts to the famous Museum which retained an academy of renowned scholars under royal patronage. Although little is known about the actual design of the buildings, historical accounts indicate that ancient libraries such as these performed the important functions of acquiring, copying, housing, and preserving the various documents needed by contemporary scholars and patrons. Later, ancient empires such as Pergamum and Rome continued such important library traditions and made other unique contributions that affected the permanency and organization of written information (parchment and the codex--the forerunner of the modern book). These societies also had a high regard for libraries and established them in palaces, public buildings, and private homes. Some of the collections which were placed in such buildings were originally obtained as prizes of war by the leaders of conquering armies.

In the Middle Ages, the need for libraries continued in various centers of culture such as Byzantium, Arabia, and isolated regions of Western Europe such as Ireland and England. Except for libraries that supported the work of Arabic scholars studying Greek and Roman philosophical and scientific works, libraries during this period served primarily as repositories of sacred writings. Remarkably, they also helped to preserve and reintroduce to the Western World the cultures of ancient Greece and Rome. This important achievement was due, in part, to the scholarly efforts of Arabic Translators in Spain and the sustained interest in secular manuscripts by certain monastic orders.

In the Renaissance various forms of libraries and library buildings continued to be established by the royalty and nobility able to afford such luxuries. In addition, churches and universities maintained collections of varying size and quality depending upon their needs and resources. Buildings of the period tended to incorporate libraries into the overall design of buildings erected for other purposes. One of the more important libraries established in this period was the Vatican Library begun by Pope Nicholas V.

In what may be considered the Early Modern Period that followed the Renaissance, an increasing number of private libraries were established in the homes and palaces of wealthy nobles and heads of state. Concurrent with such developments were various initiatives

within certain countries such as Prussia, Scotland, and France that helped lay the foundations for what would later become comprehensive national libraries. In addition, various civic groups began to take an interest in establishing general book collections in their communities that would meet local and regional needs. A notable achievement was the establishment of the famous library at Oxford University in England during this period.

The Late Modern Period which began in the latter half of the Nineteenth Century saw concerted efforts by architects and library planners to design buildings that were intended to function exclusively as libraries and that would meet the operational needs of library personnel. While the exteriors of these buildings often changed to reflect the style of a given period, the interiors were designed to house books and other materials in a multitude of formats and sizes. Due to the fragile nature of materials such as films, Micrographics, and realia, special environmental and design considerations had to be incorporated into the plans for library buildings during this period. Other important design considerations centered around the need for multiple support and service functions such as technical services, circulation, reserve reading, and reference. Also important in such plans were the needs of employees and library users. Representative of the type of libraries that were built during this period were the 1679 library buildings constructed in 1412 communities thanks to the philanthropy of Andrew Carnegie. More recently, the introduction of films, videocassettes, and audio materials as well as computers and computer-related software have resulted in minor modifications or remodelling in order to accommodate their use.

Libraries in Transition

Today we appear to be living in a transitional architectural period in which the traditional form and function of library buildings will need to be reassessed. As more and more information flows in and out of libraries it is likely that new demands will be placed on existing library facilities that were originally built for quite different purposes and functions. For example, plans for any new library building will need to take into account not only the various functional approaches for the effective retrieval, processing, and forwarding of information, but also the possible transformations that it may go through before it can be made available to the end user. Since information can now be retrieved and stored in a wide variety of magnetic, digital, and optical formats which can be transmitted to remote locations over cables, telephone lines, fiber optics, radios and satellites, architects and library planners will need to seriously consider such technologies when designing any new library building.

Printed matter will also have to be better managed and given greater consideration by future generations of library planners and librarians. Contrary to predictions that computers would spur the creation of a paperless society, just the reverse has taken place.

Today it is estimated that 1.3 trillion documents currently reside in business and government organizations and that 38 billion of these documents are misfiled. The recent introduction of computerized desktop publishing systems, memory typewriters, facsimile devices, laser printers, and other advances in the reprographic and printing trades have allowed corporations and government agencies to generate 21 million paper documents, 76 million letters, 234 million photocopies, and 600 million computer printouts each day. And, these figures do not even take into account the large number of books, periodicals, pamphlets, and other printed matter that are published each day!

Recent efforts to exercise some degree of bibliographic control over this unprecedented rise in the number of documents being generated have resulted in the development of hybrid systems such as Computer Assisted Retrieval (CAR) of microforms and several projects that have successfully utilized computers for the retrieval of on-line records.

For example, one such project developed by the South Carolina State Library converted the bibliographic records of all state documents into machine-readable records that can now be accessed and searched through various computerized library networks.

Another project called the Michigan Library Telefacsimile Network utilizes telefacsimile machines (FAX) to transmit photocopies of printed documents over long distance telephone lines to more than 48 libraries in the state. Early indications show that FAX machines are ideal for providing virtually immediate delivery of documents of up to 10 pages in length.

Also in Michigan is a five-year pilot project called M-Link that is funded through the Kellogg Foundation and that electronically links selected public libraries within the state to the reference sources of the University of Michigan Library.

In South Dakota, six public colleges and universities have electronically linked all their libraries with the state library and the state Historical Resource Center so that students and faculty members at any one institution can search catalogs at other institutions. The state plans to bring private colleges, high schools, and public libraries onto the system by the end of the year.

A project based in North Carolina also serves as a link between widespread sources of information and local libraries within a state. Using the latest computer and telecommunications technologies, the North Carolina Information Network (NCIN), provides public libraries with access to the world's largest bibliographic utility, the Online Computer Library Center, Inc. (OCLC).

In general, the introduction of these technologies into library buildings has been made possible because of the displacement or reassignment of space and services. In most cases such accommodations have been effected fairly easily because of related advances in micrographics, compact storage, and digital computing that have allowed for the reduction

and compression of information. However, newer technologies such as Compact Disc-Interactive (CD-I), Digital Video-Interactive (DVI), and various other interactive formats may require extensive modifications and remodelling if their true potential in libraries is to be fully realized. All of these new formats draw upon the unique features offered by interactive video which has been defined as any video system in which the sequence and selection of messages is determined by the user's response to the material (Iuppa, 1984, p. 5). The significance of such capabilities for school and public libraries is that instead of users viewing information linearly, as in traditional videotapes, they can respond to a multitude of questions, menus, or printed matter and receive meaningful feedback in the form of text, stills, video or audio messages. (Gleason, Fedale, King, and Miller, 1988, p. 2). Architects and library planners interested in the implementation and space requirements for optical media including videodiscs as well as other technologies related to microforms, telefacsimile equipment, compact storage and automated library systems will find a recent publication by Boss (1988) useful in determining need.

Recently, the Office of Technology Assessment (OTA) at the request of the U.S. Congress studied the potential of interactive learning tools for improving the quality of education, and analyzed the technological, economic, and institutional barriers to achieving the technologies future promise. OTA found that, although new interactive technologies cannot solve the problems of American education alone, they have already contributed to important improvements in learning. One of the major conclusions of the study was that the Federal Government must take an active role if interactive technology is to realize its potential for improving education (U.S. Congress, Office of Technology Assessment, 1988).

In addition to the enhanced educational opportunities that can be offered to individual library users by the use of such technology, other technologies such as two-way cable television and video teleconferencing (VTC) systems utilizing satellite hook-ups can provide a means for large groups of library users to participate interactively with featured presenters or other groups anywhere in the world.

The potential advantages and cost savings of such technologies have been readily understood and acted upon quickly by large corporations and military agencies that have relied heavily on face-to face communications among key personnel within their organizations. For example, in order to further such aims in the U. S. military, the Pentagon has been working on formal policies and standards for video teleconferencing in order to insure department-wide compatibility for their VTC rooms and data transmitting capabilities.

Besides the significant telecommunications efforts that are being planned by the U. S. military, major commitments are also expected by some of the more progressive companies in business and industry. In addition, selected school districts participating in the new Star Schools program that has recently been funded by the U.S. Department of Education will also benefit from the use of satellite communications in order to bring highly specialized courses to students in more than 1000 schools in thirty-nine states across the nation. Similar distant learning programs are also being by private companies and education utilities.

Libraries, should they chose to participate in this flow of audio and video information, will need to address not only the technical requirements for the specialized equipment that must be acquired for such purposes, but also the room environments that will host the participants and facilitate interactive communication.

Intelligent Buildings

Technology has provided us not only with the means to process and move information in and out of libraries, but also through entire buildings and school complexes. This application of new technology by the building trades has become known as "smart" or "intelligent buildings" and has grown out of efforts to provide the latest high technology services to individuals or companies residing in multi-tenant office buildings. Intelligent buildings have been described as those structures which include built-in provisions for teleconferencing, telecommunications, local area networks, access control, security monitoring, energy management, and other new information technologies. This new and novel approach is built around an advanced information management system which offers simultaneous voice, data, and image services to occupants and automatically regulates and adjusts the building utilities for maximum efficiency. The market for such buildings has been growing rapidly in the U.S. and is expected to generate more than three billion dollars a year in equipment sales by 1990.

Concurrent with the development of intelligent buildings has been the introduction of what has been termed the "smart house." Physically, a smart house starts out as a single wiring cable that can integrate all of the various electrical and telecommunications wires that are found in the average home along with a few additional ones that combine to supply outlets in each and every room with AC power, low wattage DC power, telephone lines, and connections to audio, video, and high-speed data communications. Because of such integrated technologies and the fact that each appliance and utility in the home would be programmable owners could call their homes from remote locations and instruct the house to prepare a hot bath, turn on the microwave oven, warm-up a room, or turn off lights when it senses that no one is in a room.

Implications for Library Planners

These and other new building technologies are currently being studied and given serious consideration by several school districts and public agencies and may well be incorporated into school and public libraries in the very near future. It is felt that familiarization, creative planning, and the application of innovative interactive information technologies such as the ones described in this paper could significantly impact and aid librarianship in the twenty-first century.

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THE "OUTREACH" LIBRARY INSTRUCTION PROGRAM AT THE JOHN F. KENNEDY SCHOOL - BERLIN

Barbara C. Stewart

When most people think of Berlin, they think of the wall, that depressing memorial to the cold war. However, Berliners, while never forgetting the wall, are proud of what Mark Twain describes as the "German Chicago"--a city with beautiful buildings, wide streets, (1) and the greatest area of parklands in the Federal Republic of Germany. Berlin is 40 percent parks and lakes.(2) For a librarian, however, the most impressive fact about Berlin is no doubt that by the end of 1986 it possessed the largest collection of media in the Federal Republic, including 4.2 million books and 500 thousand non-print media sources in public libraries.(3) When the collections of the university libraries are added, the figure grows to ca. 16 million books and 60,000 periodicals in Berlin.(4)

Given this wealth of resources, it has been a natural step to encourage students to reach out beyond the rather limited collection of their high school library. Today, I am here to report to you on the high school library "outreach program" at the John F. Kennedy School in Zehlendorf-West Berlin. But first, let me give you some background information on the school. The Kennedy School is a K-13, bilingual, bicultural school founded in 1960 by two German teachers who wanted to demonstrate the benefits of Germans and Americans living and learning together. The school grew year by year and grade by grade until finally, the success of the school was demonstrated with the graduation of the first American high school diploma group in 1971 and the first German Abitur diploma group one year later in 1972.(5) No, the Germans didn't fail a grade, it just takes one more year to complete the German curriculum and no doubt again as Mark Twain would observe, handle the "awful German language."(6)

The school population today is about 1400 students, half of whom are German and half of whom are American. The 150 teaching positions are similarly divided between Germans and Americans. Both an American high school program and a German curriculum are offered, with the mixing most successful in the subjects of music, drama, social studies and sports. There are two principals, one American and one German, to coordinate the two programs and provide leadership in reaching the unique goals of bilinguality and biculturality. Financial support for the school is largely German, granted by the Berlin Senate, with some American support from the U.S. Mission in Berlin and a small U.S. grant awarded to it as an international school.

The library-media center at the Kennedy School has 10,000 volumes, with an approximate ratio of 2/3 English to 1/3 German books. This ratio is established on the basis that American students have greater difficulty obtaining books in English, while the German students have public libraries close by. English is also the stronger language of the school, and due partly to tradition, American teachers are more active in library use. Despite a small yearly budget of about \$3,200, the reference section is adequate, due to generous support from the salvage programs of the Nicholson Military Library and German Public Library. The periodical collection is supplemented through a grant of \$1,000 from the U.S. Mission. Software and hardware for non-print media are from separate budgets and housed in the various departmental offices. Until now, the librarian has been instrumental in developing the use of media such as videos, in addition to helping teachers select media from the German district media center. The materials are delivered to the school twice weekly. A media technician has had the responsibility of checking out the hardware to use them. The librarian, with support from a part-time assistant, is responsible for the selection, cataloging and processing of new books as well as for the planning and carrying out of the largely course-related program of library instruction.(7)

This brings us to the main topic of this report, the "outreach" facet of our library instruction program. By "outreach" is meant teaching students to use the collections of other available libraries in Berlin. This program has developed over the past ten years partly by virtue of the luxury of materials already referred to, and partly from necessity, owing both to a small budget and to the extensive demands of a strictly academic curriculum. It presupposes a commitment to cooperation between teachers and librarian to instill in students a broader awareness of available resources, and to provide them with the skills necessary to make effective use of these resources. The English and social studies teachers have worked as a team with the librarian to develop and refine this program over the last ten years. A fortunate circumstance is that all libraries in Berlin, including the university libraries, are open to the public, and most allow check-out of materials. During these ten years, the program has included the following libraries:

Zehlendorf Public Library: media collection 168,192 volumes

Freie Universitaet Berlin: 1.7 million books; 8,500 periodicals

Economics Institute Library-der Freien Universitaet Berlin: n.a.

Otto Suhr Political Science Library-der Freien Universitaet Berlin: 350,000 volumes

German Studies Institute Library der Freien Universitaet Berlin: 160,000 books; 650 current periodicals.

America Memorial Library: media collection 922,413 volumes

Library of the Prussian Cultural Foundation: 3.8 million books; 31,120 current periodicals; 684,900 microfilms-fiches

U.S.A. Information Center-Amerika Haus Library: 9,500 books; 350 periodicals

British Center Library: 12,000 books; 60 periodicals

U.S. Military-Nicholson Main Library: 75,000 books; 500 current periodicals

John F. Kennedy-Institute for North American Studies at the Freie Universitaet Berlin: 400,000 volumes

Library instruction in this program is always course-related, with a project as the focus. A typical project would be that terror of all terrors, the eleventh grade research paper. Such a research paper, is at the Kennedy School, usually devoted to a topic dealing with the United States. It may be either current or historical in nature. In either case, the library of choice for the "outreach" visit, is that of the John F. Kennedy Institute for North American Studies. The steps involved in a typical project making use of this library are described below. First, however, a few words about the library itself.

The history of American Studies in Berlin is a long one, but the present Institute dates only to 1963, when the Academic Senate of the Freie Universitaet established it to centralize teaching and research in this area. In addition to offering courses of study on North America, the Kennedy Institute houses a 400,000 volume library with materials to support research on a broad range of U.S. and Canadian subjects and scholarship, including such fields as linguistics and literature, political science, history, geography, economics, sociology, ethnic minorities, religion, philosophy, and so on. It is the largest research library in Europe on these topics. It has received support from organizations including the Ford Foundation, the United States Information Agency and the Canadian government.(8) Given the immense task of running this library, it is always amazing that the librarians are so willing to give of their time to support high school library instruction. The success of our program depends very greatly on the laudable support on the part of these university librarians.

Now for a description of the steps in the project described above.

1. The teacher and librarian work together as a team, with the teacher explaining the objectives and formal requirements of the assignment to the librarian. Brainstorming leads to a tentative list of topics, list of resources and search strategy. Care is exercised to insure not only that the topics are interesting, but also that there is ample material available for them.
2. The teacher introduces the students to the project in class and teaches them the process of selecting and narrowing a topic, note taking and expectations for bibliographic notation. The teacher provides many suggestions; however, students are encouraged to think of

topics themselves. Students are also told that there will be a visit to the John F. Kennedy Institute for North American Studies, but that preparation for this visit will take place in their own library. Here the teacher stresses the importance of this preparation.

3. An appointment is made for at least two hours of preparation in the high school library, during which the librarian presents the students with a search strategy worksheet and a bibliography made up of the main reference resources pertinent to the project theme. (See accompanying worksheet and bibliography.) For these projects, in addition to the general and specialized subject encyclopedias, the use and value of the Harvard Guide to American History and the fifty-year index to American Heritage are stressed. The high school library has a good collection of American Heritage and the Kennedy Institute has most of the resources in the Harvard Guide in addition to a complete collection of American Heritage. After seeing these, the students are shown how to use a folder with information on the periodical holdings at the Kennedy Institute. From this folder, they copy down the call number for any periodical they have cited, so that they are prepared later to retrieve it quickly at the Kennedy Institute. If their topic is current, they may also practice with a sample Newsbank index and microfiche. Finally, the students' attention is called to the bottom of the bibliography handout, where the rules for the visit to the Kennedy Institute are stated. These include the necessity of bringing passports, 2 Marks (refundable) for lockers and small change for the photocopier. The phone number and address of the Kennedy Institute, with underground and bus connections, are also given to encourage students to make return visits on their own. Since the students have been taught the concept of search strategy since seventh grade, only a short review of where the resources are located is necessary before the students get to work. With a strong reminder to collect accurate bibliographic citations from every source, the students set about gathering the resources available in their own library. Photocopying from reference sources is encouraged.

4. During this gathering period, the teacher, librarian and when possible library assistant, are working intensively on a one-to-one basis to help student locate material and narrow their topics. Most students are prepared after two hours to turn in their statement of topic and have gathered the materials available in their own library. They also have citations for books to look for at the Kennedy Institute as well as periodical articles and call numbers for the periodicals. Because the cataloging system at the Kennedy Institute is completely different from the Dewey system, and in particular because use of the subject catalog requires more sophistication than can be gained in one visit, the librarian sends ahead the topics to the Kennedy Institute librarians and they assign the correct call number to each topic. They return a list of these call numbers to the Kennedy School librarian, who passes

them out to the students on the bus going to the Kennedy Institute. This is to insure that they don't lose them or forget to bring them along. After all, they already had to remember their passports, 2 marks and photocopy money! The visit comprises 1 1/2 hours at the Institute and 30 minutes for travel time.

5. Upon arrival at the Kennedy Institute, and after packing away all but writing materials in lockers, the students are introduced to and greeted by either the director, Dr. Killigs or his assistant, Fr. Dr. Repplinger. Before entering the circulation room with the author-title catalog and the periodicals holdings catalog, the students are asked to respect the need for quiet work, to remember that there is a fine system and most important, when they return on their own and need help, they are advised to ask at the circulation desk for help from a librarian.

6. In the circulation room, the students are given a brief explanation of the information on the cards in the author-title catalog and shown how to check in the periodical holdings catalog for the status of a particular periodical and its call number. Some students will already have their call numbers from their preparation in the school library, but will learn where to come in the future to check out further periodical citations. They learn that microforms including New York Times and Newsbank must be ordered at the circulation desk, and photocopies of the microforms can be ordered to be picked up within two or three days.

7. After leaving the circulation room, the students view quickly the current periodical room and the subject catalog with its classification schedule to which they can return and browse on their own time, since they already have their call numbers. A quick overview of the main reference room with Reader's Guide and the New York Times Index are next and finally, onto the open stacks area for books and periodicals.

8. At this point, the students are definitely ready to look for their call numbers. In fact it would take riot police to hold them back at this point. The librarians and teacher break-up to help students individually. Those students who need current information are shown where Newsbank and its indexes are located. They will have to ask at the circulation desk for the microfiche they need after using the index. On this first visit, one librarian stays with this group to insure their understanding of the process and use of the microfiche. Of course, they should have practiced in their school library.

9. From this point on, the search gets increasingly individualized. Students with historical topics will be shown America: History and Life. This is an excellent source for teaching students the use of abstracts to judge the probable usefulness of a book or article. Those students with literary topics are directed to the Gale reference series on literature and the MLA Bibliography.

10. At the appointed time, after being issued borrower cards and checking out their books, the students along with their teacher and librarian board the bus back to the Kennedy School. It is not necessary to remind students to plan for a return trip on their own. Their faces, though showing signs of exhaustion, light up when asked about the success of their search. After all, several have held books or periodicals from the nineteenth century in their own hands. Pretty powerful medicine for young researchers.

11. The critical step of evaluating the information is left up to the English teacher. She helps the students in class to determine if they have enough material and sends them back to their school librarian as well as the Kennedy Institute. Their school librarian, armed with a list of their topics, is also committed to further "digging" for information and will contact the students or teacher over the next few weeks with any "finds".

The evaluation of this instruction has been informal up to this point, but the librarian has plans to use a questionnaire for both students and teachers to determine how this unit may be improved. However, the enthusiastic response of the students and their continued use of the Kennedy Institute Library, bears out the findings of research on this kind of "outreach instruction". In 1980, in a report on a study supported by a grant from the U.S. Department of Education, it was found that:

Students need library instruction which is not limited to a single, local resource.

They need the skills which will be applicable to a wide range of collections.(9)

This study, in addition to the challenge from the new Information Power: Guidelines for School Libraries(10) to network with other libraries, and most important of all, the enthusiasm of the students, are three elements of support for a continued program of "outreach" instruction at JFK.

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11TH GRADE RESEARCH PAPER-TEACHER

BIBLIOGRAPHY-TOPICS ON THE UNITED STATES

GENERAL ENCYCLOPEDIAS: at JFKHS

Encyclopaedia Britannica

Encyclopedia Americana

Book of Knowledge

World Book

SPECIAL REFERENCE OR SUBJECT ENCYCLOPEDIAS: at JFKHS

Annals of America 20 volumes

Dictionary of American Biography

Princeton Encyclopedia of Poetry and Poetics

Harvard Encyclopedia of American Ethnic Groups

Encyclopedia of American History

Documents of American History

Harvard Guide to American History - Bibliography

Contemporary Authors - Gale Series

The Reader's Encyclopedia

The Reader's Encyclopedia of American Literature

Wilson Author Series

Current Biography

PERIODICAL INDEXES: at JFKHS

Reader's Guide to Periodical Literature

Social Science Index - (some copies-complete at Nicholson and Amerika Haus)

Humanities Index - (some copies-complete at Nicholson and Amerika Haus)

American Heritage - Fifty year index

National Geographic Index

OTHER SOURCES AT JFKHS:

Vertical File - newspaper clippings and pamphlets

Nonprint media-check with your librarian for audiovisual material

Remember interviews and television or radio programs

SOURCES AT THE KENNEDY INSTITUTE LIBRARY:

Many of the sources above are also available at the Kennedy Institute, but in addition, you will find the sources below very helpful. Please ask for help when you need it.

New York Times Index - Leseraum 1 - must ask at desk for help

Gale Literary Series - Leseraum 2

MLA Bibliography - Leseraum 2

America: History and Life - Leseraum 3

Writings in American History - Leseraum 3

Newsbank - Lower Level Microfiche Room - must ask for help

Early American Imprints - Microfiche series - must ask for help

Pamphlets in American History - must ask for help

You will be given your call numbers for books on your topic on the way to the Kennedy Institute. PLEASE BRING YOUR PASSPORT, DM 2 for a locker (refundable) and best is 10 pfennig pieces for the photocopier. To renew materials call: 838-2862 (you may call from JFKHS Library). Underground connection is "Dahlem Dorf" - Bus is No. 10.
Address of Kennedy Institute: Lanstrasse 5-9, Berlin 33

NAME _____

TEACHER _____

SEARCH STRATEGY WORKSHEET

This worksheet is intended to help you compile a working bibliography on your research paper topic. It follows the search strategy usually demonstrated in your library when you do research. It consists of several steps that should acquaint you with a variety of sources. If you need assistance, consult your librarian or teacher.

TOPIC: _____

1. Overview or Background Sources

- a. Consult at least one general encyclopedia and at least one specialized encyclopedia, if available, for background information on your topic. USE INDEXES. List the encyclopedia titles and pages.

General: Title(s)

Pages

Specialized: Title(s)

Pages

- b. Check the background sources listed in step (1) for bibliographies. Copy below citations that seem useful to your topic. Include complete information for each citation (author, title, place, publisher, date for books; author title of article, title of periodical, volume, page(s), and date for periodicals).

2. Book Sources

- a. Using the Sears List of Subject Headings and the card catalog, list several subject headings most clearly related to your topic.

Subject Headings

- b. Using the subject heading to search the card catalog, list any books which seem useful for your topic. Include call number, author and title.

Books

3. Periodical Sources

Choose periodical indexes from the accompanying bibliography which include articles on your topic.

- a. List here the periodical indexes you consult.

Indexes

- b. List here complete citations for any articles which seem of interest.

Article Citations

REMEMBER THERE ARE OTHER SOURCES: VERTICAL FILE, NEWSPAPERS, NONPRINT MEDIA, INTERVIEWS, ETC. - Consult your librarian or teacher for more information.

STANDARDS FOR SCHOOL LIBRARY PROGRAMS IN CANADA

Dianne Oberg

The development of national standards in any field is always a challenging process within a federal state such as Canada. This is made additionally complex in the educational field in Canada by two factors: firstly, our country is quite diverse in terms of cultural background including that of language and, secondly, the control of education is a provincial responsibility. The Canadian School Library Association (CSLA) has been involved in the development of national standards for school libraries since its inception and published standards documents in 1967 and in 1977. CSLA's current initiative in the area of standards reflects some changes in the Association's view of the role of national standards in the improvement of school library programs and some recent developments in education at the provincial level. The format of the new document will be different as well. It will be issued as a series of position papers rather than as a single document.

The series is entitled Guidelines for Effective School Library Programs. The first paper, published in June 1988 under the title Rationale, outlines the philosophical underpinings of the Canadian school library program; later papers will address personnel, facilities, budgeting, programming, advocacy and so on. Before looking in more detail at the Rationale, it is valuable to understand something of the history of the development of standards for school library media programs in Canada and to place the Guidelines series in the context of Canadian economic and educational realities.

The desire for standards seems to be as old as the profession of school librarianship, at least as old as the professional associations anyway! Before the formation of our Canadian associations, librarians, administrators and other educators concerned about school libraries looked to the United States for standards documents. The American standards publications of 1945 and 1960 were widely consulted in Canada.

In 1962 at the very first annual general meeting of the newly formed Canadian School Library Association a committee was established to survey school library development across Canada and to prepare a standards document. The survey was sent out and the response was overwhelming. In 1964 a report was presented to the Annual General Meeting of CSLA in Halifax. The original committee was enlarged, standards documents were drafted, and soon drafts were being examined across the country. A two-day workshop including representatives from 16 associations and government agencies in Toronto in June 1965 to discuss the preliminary document. A 7-member committee was

then stuck by CSLA to produce the final document making use of the input from the workshop. The committee called on the expertise of nearly 30 special consultants from across the country.

The 1967 document, Standards of Library Service for Canadian Schools, outlined the basic elements of the modern school library program. It recognized the multimedia nature of school library collections, emphasized the instructional role of the library program, and stated that a team approach was necessary for implementing the program. Quantitative standards for materials, facilities, personnel and budget were provided in the appendices.

Close on the heels of the 1967 CSLA standards document was Media Canada: A Guide for Educators. This publication of the Educational Media Association of Canada (now AMTEC, the Association for Media and Technology in Education in Canada) addressed in detail the nonprint aspect of the school instructional program, focussing particularly on the local production of nonprint materials and on the instruction of students in this aspect of information sharing.

By 1971 both associations saw the need to revise their standards documents. It was the time in Canada when the coming together of school librarians and audiovisual specialists was seen as the next evolutionary step in the world of information and resources. After much discussion at their respective executive council meetings, AMTEC and CSLA undertook a formal agreement to jointly produce a comprehensive standards document.

An elaborate system of subcommittees and consultants was set up across Canada to develop the content of the document and to advise the ten-member National Standards Committee. The final document was worked out by the co-editors, Fred Branscombe from AMTEC and Harry Newsom from CSLA. This large scale endeavor was made possible by a \$12,000 grant from World Book Encyclopedia. Resource Services for Canadian Schools was published in 1977.

In the eighties the two organizations, CSLA and AMTEC, faced again the question of revision of standards. Two options for accomplishing the task were considered, either two separate documents or a single jointly produced one. CSLA decided in 1985 to independently develop the revisions and to invite AMTEC to react to and endorse the statements. It is difficult now to reconstruct the process by which the decision was made, or to explain how the enthusiasm for joint endeavors waned. The critical factor may have been the initiatives within CSLA for developing policy statements in a variety of specific areas--qualifications for school library personnel, services for exceptional children, services for French immersion schools and so on. This demand for specific standards began in 1978 (immediately after the completion of the joint publication, Resource Services

for Canadian Schools). Only three policy statements were actually completed and adopted as official Association policy, two related to the competencies of school library personnel and one recommending a curriculum for education for school librarianship programs.

The end of this activity came in 1985 with the realization by CSLA Executive Council that the work was going in too many directions and proceeding without a clear sense of direction. There seemed to be the need for a more precise delineation of the philosophical basis and goals of the school library program. Another area of concern was that of quantitative standards. *Resource Services* was certainly criticized when it was published in 1977 for its lack of quantitative standards. The repeated calls between 1978 and 1985 for guidelines in a number of different areas of library service and librarianship may, in part, have been a reaction to this lack.

By 1985 it seemed to many in CSLA that a national consensus about the program was developing, one that involved the "cooperative program planning and teaching" approach to program implementation, but no where had this consensus been clearly and officially codified, by the Canadian School Library Association or any other agency. Provincial government documents were beginning to appear in the early eighties but they were different enough and unique enough to prevent their being used as guidelines or as a philosophical touchstone for the standards committees that grew up after *Resource Services* was published. It seemed to the Executive Council of CSLA that it was time to call a halt to all the activity, to reassess the situation, and to set a new course. That course would be to begin with a rational or philosophical statement, to develop new statements and to incorporate earlier work such as the competency statements in a way that was consistent with the basic rationale.

The relationship between CSLA and AMTEC that had developed during the Resource Services collaboration did not remain close although liaison activity did continue. As the standards question became more and more an issue within CSLA, successive CSLA presidents explored with AMTEC presidents the possibility of again undertaking a joint venture in this area. AMTEC was willing to participate. The task of preparing a proposal for such a venture was given to one individual but it soon became apparent that this was a task beyond the scope of any one person, and eventually CSLA Executive Council took on the responsibility for providing the framework for the development of new standards.

What has changed in the decade and a half since the decision was taken by CSLA and AMTEC to jointly develop standards for school library resource programs in 1971? There are three areas where significant changes have occurred:

- 1) the nature of the school library program;
- 2) the nature of provincial government involvement; and

3) the nature of the organizations, CSLA and AMTEC.

Several aspects of the school library program have changed since 1971. The concept of cooperative program planning has been widely advocated (Resource Services did not directly address this methodology) and accepted across Canada. Another change has been the acceptance and incorporation of nonprint resources in the school library; integrated collections are the rule not the exception today. The school-based audiovisual specialist has disappeared in most parts of the country; the role has been absorbed (albeit not always effectively) by the teacher-librarian.

Secondly, the relationship between CSLA and AMTEC has changed to a more distant one, in part because their goals have diverged over the years. More of AMTEC's members now focus on adult education and on the design of courses and training materials for industry and business; CSLA's members have continued their focus on the library program within the school district.

Finally, in 1971 there were no policies or standards related to the school library in place at the provincial level in Canada. Today these documents are being developed or are in place in most of the provinces. This development of policies and standards at the provincial government level is the most significant factor that needs to be understood in assessing the current status of school library development in Canada. Provincial ministries of education are the agencies in Canada most responsible and influential in the area of education. Their recognition and acceptance of their critical leadership and support role in the development of school library programs has begun to significantly affect the roles and tasks of the other groups involved, including that of the national professional association.

There is a great deal of activity and excitement going on at the provincial government level in the area of school libraries and learning resources. Marking the beginning of this new climate was the publication in 1982 of Partners in Action by the Ontario Ministry of Education. This year, an Ontario committee with representatives from the Ontario School Library Association, the Ontario Library Association, the Ontario Teachers' Federation and the Ministry of Education have been meeting to study a Task Force Report which raised issues related to the implementation of the 1982 Partners in Action and the integration of resource-based learning into the curriculum of Ontario schools. The committee's goal is to assist teachers and schools in making resource-based learning a part of every student's education. The universities and colleges of Ontario are being asked to review their course offerings in relation to this new initiative.

In Newfoundland a government committee has been established to address the issue of standards for school libraries. The committee is broadly based, including administrators from the schools, district school library media supervisors, and consultants from the

ministry of education. The Newfoundland Educational Media Council in 1987 produced a document entitled Learning to Learn: Standards for Library Resource Centres in Newfoundland and Labrador.

Similar patterns of change are evident across the country. For example, in Alberta and Saskatchewan provincial government policies and implementation documents are in place. In Manitoba a government committee has recently been established, following a survey of the province's media services and programs by the Manitoba Teachers' Society and the Manitoba School Library Audio Visual Association. In Nova Scotia the Standards and Practices document of the Nova Scotia School Library Association has been adopted as official policy of the Nova Scotia Teachers' Union and has now been under discussion with ministry of education officials.

There are some common elements in all these activities:

- 1) wide involvement from the library and education communities;
- 2) lobbying and standards development by provincial school library associations;
- 3) support from within the ministries of education;
- 4) calls for major curriculum reviews in the schools' programs of study; and
- 5) calls for change in the preservice education and inservice of teachers.

The educational climate in Canada has changed significantly since the 60's and 70's. Provincial ministries of education are now taking major responsibility for developing school library media policies, standards and programs that meet their regions' particular needs and situations. The role of national associations must change too. The Canadian School Library Association has recognized the new commitment of the provincial ministries of education in the area of school library standards. The Association is now focussing its attention on expressing and communicating the Canadian model for school library media programs; resource-based learning, integrated into the curriculum, and implemented through cooperative program planning and teaching. These are the major themes of the new CSLA position paper series, Guidelines for Effective School Library Programs.

The Canadian School Library Association in developing new national standards recognized the diversity of Canada and appreciates that there is strength in that diversity. The specific standards set by each province and territory will meet the needs of their students in a way no one standard for all of Canada could do. The role of the national association must be to provide broad guidelines that express exemplary practice in school library programs and that help all schools to achieve educational excellence.

In 1985 the Executive Council of CSLA established a framework for developing new standards. The essential elements of that framework include:

- 1) the first paper to be a philosophical statement;

- 2) subsequent papers to grow out of and to be consistent with this first paper;
- 3) reaction from the field to be secured; and
- 4) cooperation with AMTEC, including reaction and possible endorsement.

The process has not always been smooth or easy. The Rationale is appearing a year later than planned because some school library groups felt that they had not been given adequate notice to allow significant input and reaction to be expressed.

The second area where problems have arisen was cooperation with AMTEC. AMTEC, as laid out in the framework, was not officially involved in the vetting process. It is important to note, however, that some of the leaders in the field who were asked to react to the first document are, in fact, AMTEC members as well as CSLA members. Discussions are now going on between executive members of the two associations to explore avenues of cooperation.

The first paper in the CSLA Guidelines series, the Rationale, has just been published. It is a concise statement that expresses the value and the importance of school library programs. Its conciseness allows it to be effectively used with administrators, classroom teachers, parents and other education groups. It is copyright-free and can be freely reproduced, with the proviso that CSLA be acknowledged by the user.

Six themes are outlined in the Rationale. The opening paragraph states the major goal of education in Canada: to develop students who are lifelong learners and effective decision-makers. The second paragraph outlines the essential role and responsibility of the school library in the educational process. The school library works with and within the school's instructional program to develop resource-based programs that ensure that students learn to be competent and confident users of information. The school library also provides access to the wide variety of materials that are necessary for resource-based teaching and learning.

Next the Rationale addresses the means by which the program is developed. The program is developed jointly, by classroom teachers and teacher-librarians working together, through the process of cooperative program planning and teaching. The classroom teachers and teacher-librarians work together in an equal partnership, each bringing knowledge of curriculum, students, resources and the learning process. The program is most effective when it is an integral part of the school program that is, when it is an integrated, sequential and developmental program. The program focuses on the information skills: how to retrieve, evaluate, organize, share and apply information. It also focuses on the development of students' appreciation and understanding of the nature of knowledge and culture and on their continuing growth in independent critical thinking and problem-solving.

The fourth and fifth sections discuss the context within which the school library exists. The school library program is shaped by policy set at national, provincial and local levels. Although the control of education in Canada is designated a provincial matter, much educational decision-making in many provinces is done at the local school district level, and federal legislation, related to copyright, for example, often has a direct impact on the school library program. The program is also affected by standards set by the profession and by research findings. It is strongly shaped by educational objectives and curriculum requirements and by the expectations of the administration, the staff and the community of the school. Basic levels of support are important for the implementation of the program, from the provincial ministry of education, from the school district and from the administration and teaching staff of the school. This support involves the development of policies and procedures and the provision of such prerequisites as personnel, facilities, resources, and budget. The level of support affects the richness of the program that can be offered. As support increased, the school library program can contribute more significantly to achieving the educational goals of the school, library personnel can spend more of their time working with teachers and students, and students' individual learning styles and needs can be met more effectively.

The last part of the Rationale addresses the concept of equity. All students should have access to effective school library programs. All students deserve the opportunity to develop the skills they require to reach their fullest potential and to live as active responsible members of our society. This is perhaps the most difficult challenge facing those responsible for the implementation of school library programs. How do we address the problems already apparent in our world because of the widening gap between the information rich and the information poor?

In summary, the development of national guidelines or standards documents is an essential task of national professional associations. In a country such as Canada with its diversity and its provincial control of education, these national guidelines are best developed as "umbrella" statements, as qualitative standards that set broad goals and parameters, and as expressions of a national consensus of what a school library program should be and do. The calls for quantitative standards are likely to continue in Canada: that issue is far from resolved. This is especially a problem because Statistics Canada, our federal data-gathering agency, no longer collects statistical information related to school library programs. The National Library of Canada has initiated a project to collect information about all Canadian libraries; this project may help us to assess the current status of school library resources and staffing. The approach used in the appendices of Information Power, published this year by AASL and AECT in the United States, seems to

provide a useful alternative to the traditional quantitative standards approach. The levels of service provided by school library programs in the United States are analyzed and quantitative data is provided for the various service levels. This allows comparisons to be made, whether for evaluation purposes or for developmental and planning purposes, that is, for estimating the levels of support that are likely to be necessary for the level of school library service and program that is desired.

The development of national standards is a challenging and difficult process. It is shaped by the political, educational and economic realities facing the nation and the association or agency undertaking the process. In Canada, it has been a rewarding and exciting process, focussing new interest and attention on the school library program and its place in the education of Canada's young people. The development of Guidelines for Effective School Library Programs, in bringing together school library and media professionals, is also strengthening our school library community and giving us the opportunity to celebrate our accomplishments and our commitment to the future of Canada's young people.

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A REVIEW OF SELECTED, RECENT RESEARCH IN SCHOOL LIBRARIANSHIP WITH POTENTIAL VALUE FOR PROGRAM IMPROVEMENT

Helen Lloyd Snoke

Research as a formal method of problem solving is essential to our field of school librarianship. This has long been recognized by library educators (Lowrie¹ published an extensive review in the 1960's; Aaron and others² have followed with research reviews in the 70's and 80's). Now its importance as a key to program improvement and program support is gaining in acceptance, not only in library and information science education circles, but also among practitioners in schools at every level. One can see this reflected in the growing numbers of research studies which are being reported in our journals, even some of the more popular professional journals. Wright,³ in his "Research Report" column in School Libraries in Canada, listed Emergency Librarian as one source; School Library Journal in the United States is another which now publishes more than an occasional research study. School Library Media Quarterly has become a very useful source for research reports and, through its "Current Research" column, edited by Mancall,⁴ for information about ongoing or recently completed research as well as topical overviews such as the one by Didier⁵ on impact of school library media programs on student achievement.

¹Jean E. Lowrie. "A Review of Research in School Librarianships," in Herbert Goldhor, ed. Research Methods in Librarianship: Measurement and Evaluation (Urbana: University of Illinois Graduate School of Library Science, 1968) 51-59.

²Shirley L. Aaron. "A Review of Selected Research Studies in School Librarianship, 1967-1971: Part a," School Libraries 21:29-46 (Summer 1972). Daniel D. Barron. "A Review of Selected Research in School Librarianship: 1972-1976," School Media Quarterly 5:271-76, 281-89. Shirley L. Aaron. "A Review of Selected Research Studies about School Library Media Programs, Resources, and Personnel: January 1972-June 1981," in Shirley L. Aaron and Pat R. Scales, eds., School Library Media Annual 1983 1:303-333. (Littleton, Colo: Libraries Unlimited, 1983). Additional coverage of selected research studies are found in Shirley L. Aaron and Pat R. Scales, eds., School Library Media Annual 1984 2:362-381 (Littleton Colo: Libraries Unlimited, 1984) and Shirley L. Aaron and Pat R. Scales, eds., School Library Media Annual 1985 3:372-379 (Littleton, Colo: Libraries Unlimited, 1985). School Library Media Annual, volumes 4 and 5 carry similar reviews by Aaron. Barbara B. Minor. "ERIC Research Studies Dealing with School Library Media Programs: June 1981-June 1984," in Shirley L. Aaron and Pat R. Scales, eds., School Library Media Annual 1985 3:348-371 (Littleton, Colo: Libraries Unlimited, 1985). School Library Media Annual volumes 4 and 5 carry annual reviews by Minor in a similar format.

³John G. Wright, "School Library Research in Canada," School Libraries in Canada 7:19-20 (fall 1986).

⁴Jacqueline C. Mancall, Research Editor. "Current Research," column appears regularly in School Library Media Quarterly.

⁵Elaine K. Didier. "An Overview of Research on the Impact of School Library Media Programs on Student Achievement," School Library Media Quarterly 14:33-36 (Fall 1985).

Other important bibliographic resources, available and used in preparing this review, include the ERIC, LISA, Wilsonline, and Dissertation Abstracts international databases and the annotations in each issue of School Library Media Annual.⁶ Although I limited my review to studies published from 1985 through 1988, and attempted to select only those items which might have potential for program improvement, some can only be mentioned briefly in the time we have together, and there were others not available which might have been included. The studies are highlighted in three categories, **School Library Media Programs, Resources, and Personnel**. They will be summarized in terms of potential value to the practitioner.

Loertscher and others⁷ surveyed 209 public schools selected as "exemplary" by the U.S. Department of Education in 1986, to learn the extent to which they provided 19 "cutting edge" services in four categories: 1) instructional development services to teachers, 2) other services for teachers, 3) services for students, and 4) collections. Levels of staffing and expenditures were reported and open ended questions focused on respondents' opinion about "best" features of their programs, what they would change, etc.

Use of multiple regression revealed four cost-related predictors of exemplary library media services: affluence of the school, family income, number of professional library media specialists, and total size of the library media staff. Greater variety of LM services can be predicted with larger LM staffs. Presence of full-time professional and full-time clerical to staff the library media program was said to be "the single most important variable in an excellent library media program."⁸

Strong program components of fully staffed LM Centers included: working with teachers, literature-based activities, individualized help for students support of the curriculum. Only one of these, literature-based activities, was reported as equally important in schools without full library media staffs.

Bunbury's study⁹ concerned purpose of the school library. She explored sources of books read by approximately 12,000 young people in school years 5,7,9, and 11 throughout Australia and found that the school library was the major source for both study and leisure reading. While some schools (approximately 3%) were without a school library, as many as 30% were not close enough to a public library for students to have ready access. The researchers noted that Australian school libraries have the grave

⁶School Library Media Annual volumes 1-5 (Littleton, Colo: Libraries Unlimited)

⁷David V. Loertscher and others. "Exemplary Elementary Schools and Their Library Media Centers: a Research Report," School Library Media Quarterly 15:147-153 (Spring 1987).

⁸Loertscher, p. 152

⁹Rhonda Bunbury and others. "School Libraries - As the Users See Them," Australian School Librarian 23:61-71 (September 1986).

responsibility of maintaining a wide ranging collection which both teachers and young people believe to be of value.

Studies by Fitzgerald and Patrick concerned the curriculum development function of the SLM program. Fitzgerald¹⁰ surveyed principals and library media specialists in Michigan high schools to determine the relationship between the level of participation in curriculum development by the LM specialist and the expectations of the high school principal. Paired respondents from 113 schools included in the random sample were mailed questionnaires based on the "Loertscher Taxonomy."¹¹ Interviews were conducted with a subsample from ten schools responding on a high level and ten schools responding on a low level to determine differences between these two groups.

Fitzgerald concluded that the expectations of principals is higher than the actual involvement of the library media specialist. In the high involvement subsample, LM specialists have more formal education than those in the low involvement group; principals and school library media specialists work in larger schools than those in the low subsample; and budgets for media center materials are larger in schools where there are high expectations and involvement. Principals with high expectations receive more written reports from the LM specialist than principals with low expectations do. Surprisingly however, curriculum development involvement appeared to be lower in schools where the ratio of school library media specialists to teachers is higher.

Patrick¹² designed a "Checklist of LMC Instructional involvement" based on the "Loertscher Taxonomy" used by Fitzgerald. With it, building level LM specialists could record their efforts to respond to teacher requests and to initiate curriculum-related communication with teachers. Patrick's research tested the hypothesis that "concerted effort to promote LMC resources and services would result in an increase in: number of contacts initiated by LM Specialist, classroom teacher requests for services, jointly-planned instructional units, and/or integration of LM skills instruction with classroom topics.

When LM specialists' records from October 1983 were compared with the October 1984 records, increases in teacher contacts were notable. They more than doubled at the elementary level (average increases from 4.4 per teacher to 9.5) At the secondary level contacts nearly tripled (from 1.42 to 4.87). Teacher requests almost doubled also. The researcher reports evidence of a direct correlation between LM staff efforts to promote

¹⁰Ruth F. Fitzgerald. "Participation by the School Library Media Specialist in Curriculum Development in Selected Michigan High Schools." Ph.D. Dissertation, the University of Michigan, 1985.

¹¹David F. Loertscher, "The Second Revolution: A Taxonomy for the 1980's," Wilson Library Bulletin 56:417-421 (February 1982).

¹²Retta Patrick. "Effect of Certain Reporting Techniques on Instructional Involvement of Library Media Specialists," Drexel Library Quarterly 21:52-68 (Spring 1985).

better use of resources by teachers and increased requests by teachers for LM resources and activities. Good time management was seen as necessary for this activity.

There is evidence from several recent studies to support the value of special programs in influencing students' use of school libraries, attitudes toward school libraries, and, in some case, student learning.

Bluemel¹³ compared knowledge of library skills, type of library materials used, and amount of library usage for fourth and fifth grade gifted students in six elementary schools in Texas. Those who participated in a library program with a differentiated curriculum used the library more for both school and leisure activities, used all types of materials (fiction, nonfiction, reference, periodicals and audio-visuals) more often than students who participated in the traditional library program with their classes. The experimental group, those participating in the differentiated program, also scored higher on the Ohio School Library/Media Test.

Mosley¹⁴ compared students in two fifth grade classes in a Louisiana elementary school which had a librarian-centered reading guidance program with fifth grade students who did not attend such a program. Using pretest/posttest design, she found the students in the librarian-centered reading guidance program had higher reading achievement scores, better scores on reading attitudes, and borrowed more library books than the students in the control group. Based on her findings, Mosley concluded that a program of reading guidance in which the librarian plays a major role can improve elementary students' reading achievement and attitude toward reading.

Thomas¹⁵ studied poetry preferences and responses of two sixth-grade classes in Ohio. One class received in-depth experiences with poetry, planned collaboratively by the librarian and the classroom teacher and carried out during a school year. The control group did not receive the special treatment in poetry. Pretest/posttest design was used.

Students in the experimental group responded more frequently to specific details in the poems, were more evaluative in their written comments, and showed greater gains in

¹³Nancy L. Bluemel. "An Analysis of the Effects of a Differentiated Program on the Library Experience of Gifted Students." Ph.D. dissertation, Texas Woman's University, 1985. Dissertation Abstracts International 46/11-A:3178.

¹⁴Mattie Jacks Mosley. "The Relationships Among a Reading Guidance Program and the Reading Attitudes, Reading Achievement and Reading Behavior of Fifth Grade Children in a North Louisiana School." Ph.D. dissertation, North Texas State University, 1986. Dissertation Abstracts International 47/08-A:2781.

¹⁵Rebecca Lynne Thomas. "The Influence of a Poetry-enriched Environment on the Poetry Preferences and Responses of sixth-grade Children: A Librarian-Teacher Collaboration." Ph.D. dissertation, The Ohio State University, 1986. Dissertation Abstracts International 47/03-A:697.

poetry preferences, including a wider range of preferences for different types of poems than did the control group.

Schon and others¹⁶ reported on a more extensive study of students in 17 junior high schools in Arizona who participated in a program designed to improve student motivation and use of the library. From an eighth grade class in each of the schools, half of the students were randomly selected to receive the special program (45 minutes a week for six weeks). The other half of the class served as control group. Data were gathered during the last week of the treatment program and for three weeks thereafter, a total of four weeks. Sign-in sheets were used to determine use of the library during these four weeks; a Library Attitude Scale, Reading Attitude Scale, and Response Integrity Scale were administered during the week following the six week program.

The six week program followed by all librarians in the study included activities related to six topics: sports, science fiction/fantasy, how-to books/crafts/hobbies, almanacs, World War II, and scary stories.

The researchers found that the experimental program improved library use and attitude toward libraries significantly for all schools in the study. However, reading attitudes were not measurably different between experimental and control groups. Librarians who participated believed the program to have value.

Bodart¹⁷ studied the effects of booktalking on high school student attitudes toward reading and on circulation of titles presented in freshman English classes in Emporia, Kansas. She found no significant differences between the means of the pretest and posttest on attitudes toward reading for students as a whole or between the reading attitudes of boys and girls. However, she did find that teachers differed measurably after hearing a booktalk, and these differences were reflected in the attitudes toward reading of their students and the number of books their students borrowed after the presentation. Circulation of the books presented increased substantially; better readers checked out many more of the books than other students.

Several research studies reported in the past four years, as has been true earlier, concerned perception of the role of the school library media program and/or attitudes of various groups toward it.

¹⁶Isabel Schon and others. "A Special Motivational Intervention Program and Junior High School Students' Library Use and Attitudes," Journal of Experimental Education 48/10-A:2480.

¹⁷Joni Bodart. "The Effect of a Booktalk Presentation of Selected Titles on the Attitude Toward Reading of Senior High School Students and on the Circulation of these Titles in the High School Library." Ph.D. dissertation, Texas Woman's University, 1987. Dissertation Abstracts International 13:183-189 (Summer 1985).

Hodges and others¹⁸ examined data collected from students in 15 senior high schools in Calgary, Alberta, to determine their attitude toward the library media programs. They compared these student attitudes in schools which provide media production and consultation services with attitudes of students in school which provide only basic media services (access to materials, instructional and reference services). They found a positive correlation between the presence of media production and consultation services and more favorable attitudes and extended use of the media center by students.

Bernhard¹⁹ explored the role of school libraries in six French-speaking secondary schools in Quebec. Teachers and students responded to questionnaires about their use of the school library and their perception of its role. Although both groups saw general value in Library resources limited use was reported and a marginal educational role for the school library was described. The researcher recommended that promotional programs be developed to improve knowledge and use of the library media centre. School administrators, as well as teachers and students, should be the focus of such promotional activities.

Horton²⁰ surveyed principals and teachers in 182 small schools in Kansas to determine attitudes of students and teachers toward the school library media programs. In most cases, principals perceived more positive attitudes toward the program than teachers did. Principals also thought that library media specialists were doing a better job of teaching the use of the library than teachers thought the library media specialists did. Questions on the use of microcomputer technology drew less positive responses than other questions.

Kissick²¹ studied perceptions of elementary principals and teachers from Kansas (100 urban and 100 rural) toward the effectiveness and operation of the school library media center. Her questionnaire had five groups of role variables: administration, curriculum, professionalism, public relations, and technology. Differences in the perceptions of public elementary rural and urban principals and teachers toward the school library media center were not found to be significant. The researcher did find that the percentage of time a library media professional spends in the center affects the administration, budget, services,

¹⁸Yvonne A. Hodges and others. "High School Students' Attitudes Toward the Library Media Program - What Makes the Difference?" School Library Media Quarterly 13:183-189 (Summer 1985).

¹⁹Paulette Bernhard. "The School Library Media Centre as an Education Tool for Secondary Teaching in Quebec," Canadian Library Journal 45:49-50 (February 1988) also reported in Documentation et Bibliothèques 33:19-24 (January-March 1987).

²⁰John A. Horton. "Principals' and Teachers' Attitudes Toward Kansas School Media Libraries." Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986) ED 267776.

²¹Beverlee R. Kissick. "Perceptions of Urban and Rural Public Elementary Principals and Teachers Toward the Library/Media Center," Ohio Media Spectrum 38:5-11 (Winter 1986-1987). Report of her Ph.D. dissertation, Kansas State University, 1985.

and programs of the library media center and the opinion of teacher and students about the LMC. Fewer than 30% of the elementary school in either urban or rural environments reported having a professional library media specialist as much as 80% of the time. The researcher recommends improvement in staffing for elementary school library media programs.

A second category of research on school librarianship focuses on resources. Studies in this area selection and use of materials, availability of resources, expenditures for resources, censorship, and facilities.

Collection mapping is a technique for evaluating a school library collection, and for developing segments of a collection to meet the needs of a school's curriculum. According to researchers Ho and Loertscher,²² it can provide a bridge between curricular structure and materials organizational structure (usually the Dewey Decimal System.) To field test collection mapping, they selected 80 schools from 11 states. A total of 68 schools, representing elementary, junior high and high school levels, submitted sufficient data to be included in the analysis.

A collection map for each school was generated by computer program to show size of total collection, general emphasis area collections to support courses of study, and specific emphasis areas to support units of instruction (e.g., dinosaurs or Indians of North America.) For total collection, 40 items per student was considered exemplary (using the 1975 national standard.) Scales divided into five categories: mediocre, making progress, good, excellent, and exemplary, were developed for total collections; and, using the data from participating schools, separate scales were developed for general and specific emphasis areas. The researchers were able to identify 134 discrete emphasis collections within the school library media centers participating. They also noted that collection maps showed some areas of considerable strength and other curricular topics which were largely neglected.

An examination of several basic selection aids to determine their value as sources for collection evaluation for school library media specialists revealed that these sources were as limited as many of the school's collections in certain curricular areas. The researchers concluded that national lists need to be re-evaluated on the basis of current school curricula.

Collection mapping was found to be a viable technique for collection analysis and collection management.

²²May Lein Ho and David V. Loertscher. "Collection Mapping: The Research," Drexel Library Quarterly 21:22-39 (Spring 1985).

Edwards²³ explored librarian-teacher cooperation in the selection and utilization of audiovisual materials in Missouri elementary schools. Library-based in-service activities, strong resource support, and opportunities for feedback to and from teachers were correlated with high use of audiovisual resources by teachers. Presence of adult paid library assistants was the only demographic variable found to be associated with high use of resources by teachers.

Two recent studies explore the use of electronic databases in high school media centers.

Barlow and others²⁴ reported on the use of Grolier's Academic American Encyclopedia in CD-ROM format by high school students in Surrattsville, Maryland. Students interviewed were found to be successful in locating information on topics searched through CD-ROM. They often used a browsing strategy and the software system's default option, and almost all of the students in the study expressed a preference for the new format over printed sources.

However, the researchers recommended caution in adopting CD-ROM technology for school library media centers. They believed that decisions should be based on the careful weighing of advantages (e.g., speed and ease of access) and disadvantages (e.g., cost, availability of print resources which offer the same information, and stress which may accompany any new technology.) More empirical evidence on high school use of CD-ROM is called for.

Callison²⁵ compared sources used by high school juniors in Carmel, Indiana, in 1985 and 1986, to write a required paper. Sources cited through use of H.W. Wilson's Wilsearch software in 1986 were more numerous than those cited the previous year when all searching was done manually. The researcher also developed a formula for identifying key sources, those cited extensively in the assigned paper. Of these key sources, 30% of the books cited and 40% of the journal articles cited were located through Wilsearch/Wilsonline. Approximately a third of the students in 1986 reported locating more useful information for their papers through the use of Wilsearch/Wilsonline. Callison noted the relatively low use of journal articles by students for this project even though

²³Janet Lane Edwards. "An Implementation Paradigm Applied to Selection and Utilization of Library Audiovisual Materials." Ph.D. dissertation, Saint Louis University, 1985. Dissertation Abstracts International 46/12-A:3520.

²⁴Diane Barlow and others. "CD-ROM in High School Library Media Center: A Research Project," School Library Journal Library Computing 34:66-68, 70-72 (November 1987).

²⁵Daniel Callison. "Methods for Measuring Student Use of databases and Interlibrary Loan Materials," School Library Media Quarterly 16:138-142 (Winter 1988).

many of them had borrowed several²⁶ through interlibrary loan. He recommended a greater instructional role for library media specialists as they provide information services.

Greenberg²⁷ reported a study of the availability of materials in 13 secondary school library media centers in California. She developed a Capability Index to determine how well schools varied greatly in the ability to provide items requested. Schools that rated high in ownership of materials were also high in such other aspects of availability as interlibrary loan and willingness to purchase of books "on Demand." On the other hand, schools that were low in ownership usually had no procedures for obtaining materials from other sources. She recommends that schools make availability of resources a high priority and that they allocate library resources and establish policies to this end.

Abduljalil²⁸ studied availability of materials in two Ohio high schools. He found that both user performance and library operations contributed to non-availability of resources at time of need. Recommendations included better instructional programs for users, better shelving and inventory techniques, and installation of an electronic security system.

Miller and Moran²⁹ published the third in a series of reports on the level of expenditures in school library media centers nationwide. The report for FY 1985-86, follows the procedure established in their 1982-83 survey. Questionnaires were mailed to 1500 school library media specialists in 50 states, a random sample of 33,000 school library subscribers to *School Library Journal*. Usable response rate for '85-'86 was 56.6%. Data are reported in terms of means and medians in most cases. Local expenditures for materials, use of federal funds for resources, size of collection, salary and staffing patterns, and use of electronic media are among the statistics reported. In areas for which data from the two earlier surveys exist, comparison were made.

The researchers conclude that while the movement towards use of electronic media is apparent, library media expenditures have not been sufficient to keep up with current information needs for today's curriculum nor have they been sufficient to purchase and

²⁶Mohamed Fituri Abduljalil. "Book Availability and User Satisfaction in School Libraries: A Case Study of Shaker Heights Senior High School and Cleveland Heights High School." Ph.D. dissertation, Case Western Reserve University, 1985. Dissertation Abstracts International 46/03-A:543.

²⁷Marilyn W. Greenberg. "Measuring the Availability of Library Materials," School Library Media Quarterly 14:151-153 (Spring 1986).

²⁸Mohamed Fituri Abduljalil. "Book Availability and User Satisfaction in School Libraries: A Case Study of Shaker Heights Senior High School and Cleveland Heights High School." Ph.D. dissertation, Case Western Reserve University, 1985. Dissertation Abstracts International 46/03-A:543.

²⁹Marilyn L. Miller and Barbara Moran. "Expenditures for Resources in School Library Media Centers FY '85-'86," School Library Journal 33:37-45 (June-July 1987). Earlier studies by the authors for "FY '83-'84," *School Library Journal* 31:19-31, (May 1985) and for "FY '82-'83," School Library Journal 30:104-114 (October 1983).

maintain equipment to meet student and teacher expectations. "By and large, current LMC collections cannot sustain a resource-based curriculum or one that meets all the needs of individual students."³⁰

An alternative means of providing advanced level high school students and faculty with resources not available in high school libraries was explored by LeClercq.³¹ Based on her survey of students and teachers in Knox County, Tennessee, The University of Tennessee Library developed a collaborative program with high schools to make a slide/tape on locating resources in the UT Library available in each school, and to extend borrowing privileges to teachers and to students enrolled in advanced placement classes. Approval of the school librarian and parental consent were prerequisites. After three semesters, the program was judged to be successful.

Two recent studies of censorship of school library media resources were found.

McMillan³² studied self censorship practices of high school librarians in Virginia. She concluded that there was wide-spread avoidance of purchase and restrictions placed on materials believed to be controversial. This censorship was more likely to be based on the librarians' personal convictions about what should or should not be made available to the users of their libraries than on real or imagined pressures to censor from the community.

On the other hand, Jenkinson³³ in a survey of Manitoba's school and public libraries found that parents were the most frequent source of complaints in school libraries. Three reasons most often given for challenges were "immaturity of readers," "profanity," and "explicit sex." A majority of the challenges in school libraries resulted in removal of the items in question although schools with a selection policy fared somewhat better than those without a policy. One-third more materials were retained when a policy was present. Very few of the challenges were reported in public press, only 5 out of 230 challenges in two years.

Marxsen³⁴ studied open space school library media facilities in terms of present status and historical context. She identified 152 school library media centers which had at least one opening to another part of the school building without a door. She found that

³⁰Miller and Moran. p. 45

³¹Angie LeClercq. "The Academic Library/High School Library Connection: Needs Assessment and Proposed Model," The Journal of Academic Librarianship 12:12-18 (March 1986).

³²Laura Smith McMillan. "Censorship by Librarians in Public Senior High Schools in Virginia." ED.D. dissertation, College of William and Mary in Virginia, 1987. Dissertation Abstracts International 48/02-A:356.

³³David Jenkinson. "Censorship Iceberg: The Results of a Survey of Challenges on School and Public Libraries," Canadian Library Journal 43:7-21 (February 1986).

³⁴Sara Lewis Marxsen. "Open Space Library Media Centers in Senior High Schools in the United States: a Historical View." Ph.D. dissertation, The Florida State University, 1986. Dissertation Abstracts International 47/12-A:4220.

modifications had been made in all but 39; and, in 27 of these, the library media specialist reported wanting enclosure.

Although such factors as book loss, traffic control, noise, and vandalism were cited as reasons for needing greater enclosure, the researcher reported positive benefits of the open space experience. These included reinforcement of open access philosophies and policies and enhancement of the role of the library media specialist in curriculum.

Roberts and Schon³⁵ who explored the use of student library aides in elementary schools in Arizona, found that 83% of those responding used student aides. Others reported that they would use aides if teachers did not object when students are taken out of class to serve in the library. Most believed that using aides provided a growth experience for students. Other positive outcomes were: good public relations within the community; wider range of library services possible; and more time for library media specialist to do professional work. Selection criteria, scheduling practices, training needs and responsibilities, and support from teachers and principals were described.

Edwards and Schon³⁶ explored the preferences for professional development activities of school library media specialists in the Phoenix, Arizona area. Attending library meetings, reading journals, and participation in planned in-service were expressed preferences. The researchers conclude that library media specialists may need to "do their own leading." Further conclusions charged library schools to impart to students a need for continuing professional development and a sense of personal commitment for this goal.

Schontz³⁷ explored the use of performance appraisal by objectives with school library media specialists. Administrators who participated were divided into two groups according to their use/nonuse of PABO in the personnel evaluation of school library media specialists.

Use of this methodology was found to be related to the availability of a district level school library media director and to the inclusion of school library media services as a part of the administrator's own educational background. Other factors related to use of PABO were a predetermined state of district policy and participation in workshops on this approach to personnel evaluation.

³⁵Beverly J. Roberts and Isabel Schon. "Student Aides in Arizona School Libraries: A Descriptive Study," School Library Journal 31:32-35 (May 1985).

³⁶Karlene K. Edwards and Isabel Schon. "Professional Development Activities as Viewed by School Library Media Specialists, A Report of a Study," School Library Media Quarterly 14:138-141 (Spring 1986).

³⁷Marilyn L. Shontz. "A Study of Middle, Junior High, and High School Administrators' Use of the Performance appraisal by Objectives Approach in the Personnel Evaluation of School Library Media Specialist." Ph.D. dissertation, The Florida State University, 1986. Dissertation Abstracts International 47/07-A2351.

Turner and others³⁸ studied State Education Agencies to determine the extent to which these agencies are involved in recommending or requiring the use of school library media personnel evaluation procedures by the local education agencies. Although a majority of the state agencies reported some involvement in the evaluation process, for most it was limited to quality control rather than the development of instruments and procedures. The report recommended that national professional associations develop a personnel evaluation model based on the purposes of the school library media program.

Hauck³⁹ explored the role of teacher-librarians in Alberta through a survey of 177 teacher-librarians and their principals. Seven major role categories were identified: organization and management, selection of materials, professional development, curriculum and instruction, design and production, utilization and promotion, and information services. Principals and teacher-librarians agreed on the role category of greatest importance (information services) and of least importance (design and production.) Beyond that, no agreement in ranking of present role categories was found between two groups. Hauck recommended development of better communications between teacher-librarians and principals and the allocation of more time for library staff.

In a study of role perceptions by Scott⁴⁰, LM specialists, educators, principals and teachers tended to agree about a majority of the role indicators. The Technological Media Role was found to be the strongest variable, which shows recognition for a newer perception of the LM specialist's role. LM specialists believed that the role should be more assertive and dynamic than other groups reported.

Westfall⁴¹ explored the role expectations of all elementary school library media specialists in Omaha, Nebraska, in terms of microcomputer use within the school. Respondents had generally positive attitudes toward computers and expressed interest in the potential uses of this technology in their own library media operations. Library media specialists expressed concern about achieving balance between literature and library skills

³⁸Philip M. Turner and others. "State Education Agencies and the Evaluation of School Library Media Specialists: A Report." Paper presented at the Annual Meeting of the Association for Educational Communication and Technology (Las Vegas, NV, January 16-22, 1986) ED 266790.

³⁹Philomena Hauck. "The Role of the Teacher-Librarian in Alberta Schools," School Libraries in Canada 5:18-26 (Summer 1985).

⁴⁰Willodene Alexander Scott. "A Comparison of Role Perceptions of the School Library Media Specialist Among Library Media Educators, School Library Media Specialists, Principals, and Classroom Teachers." Ph.D. dissertation, George Peabody College for Teachers of Vanderbilt University, 1987. Dissertation Abstracts International 47/07-A:2351.

⁴¹Lois Rippin Westfall. "The Role of Elementary Media Specialists in the Omaha Public Schools in Relation to the Microcomputer." Ph.D. dissertation, The University of Nebraska-Lincoln, 1985. Dissertation Abstracts International 46/08-A:2185.

instruction and teaching computer skills. Establishing a uniform policy on microcomputer instruction was recommended.

Christensen⁴² studied eighteen high school library media specialists in Washington State whose programs had been identified as exemplary. From profiles of these library media specialists, based on interviews and use of several evaluative instruments, a model was developed. The researcher concluded that the development of an exemplary library media program requires both time and experience; a certified, professionally educated library media specialist is necessary. Essential characteristics of the model library media specialist include leadership, commitment, involvement in curriculum development, and service.

Herrin and others⁴³ used a modified case study approach to develop a model of the personality and communications behaviors of school library media specialists. Five persons, who were nominated by several peer groups as successful school library media specialists, were studied intensively through interviews, observations, and numerous personality and communication inventories. The researchers concluded that the following characteristics can be used as a model for a successful school library media specialist:

- Has a positive self-concept
- May be shy/reserved but projects warmth
- Is bright, stable, enthusiastic, experimenting/exploring, trusting
- Is able to be self-sufficient
- Is confident of worth as an individual
- Enjoys people, work, variety/diversity
- Views change as a positive challenge
- Values communication
- Communicates effectively as an individual
- Is caring and especially attentive to others
- Is able and willing to clarify communication
- Is relatively self-disclosing
- Is uncomfortable with conflict
- Is confident of ability to deal with difficult situations in professional manner
- Is neither critical nor domineering
- Has no great need for achievement, power, or economic advantage

⁴²Paul M. Christensen. "Profiles of Eighteen Washington State High School Library Media Specialists with Exemplary Programs." Ed.D. dissertation, Brigham Young University, 1986. Dissertation Abstracts International 47/11-A:3899.

⁴³Barbara Herrin and others. "Personality and Communications Behaviors of Model School Library Media Specialists," *Drexel Library Quarterly* 21:69-90 (Spring 1985).

Views self as leader in curriculum development

Is willing to take the risks of being a leader⁴⁴

The researchers note that results of this study can be used as a basis for further investigation and are not by themselves conclusive. They recommend several uses of the instruments and the profile presented. One is the recognition that the professional education for school library media specialists include the study of interpersonal communication skills since approximately three quarters of their time will be spent in oral communication.

Studies published since 1985 in three categories related to school librarianship: program, resources, and personnel, have been noted. They can be summarized according to their potential value for program improvement as studies supporting the need for staff, studies showing program impact, studies showing the need for operational change, and studies clarifying role or supporting the need for role change.

STUDIES SUPPORTING NEED FOR STAFF

Loertscher	Presence of professional and clerical staff is essential for exemplary library media program.
Kissick	Percentage of time library media specialist spends in LMC affects administrative services and programs.
Edwards	High use of LMC by teachers is related to presence of paid adult library assistants.
Hauck	Allocation of more staff time is recommended.
Christensen	Professionally educated and certified library media specialist is necessary for an exemplary LM program.

STUDIES SHOWING PROGRAM IMPACT

Patrick	Planning and reporting increase teacher use and improve curricular involvement of LM program.
Edwards	High use by teachers is related to library in-service program.
Bluemel	Increased student use and higher test scores are related to special LM curriculum.
Mosley	Better reading achievement and attitude toward reading are related to librarian-centered program.

⁴⁴Herring, p. 86-87

Thomas	Breadth of preference for poetry and evaluation skills are related to library program.
Schon and others	Improved library use and attitudes are related to literature-based library curriculum.
Bodart	Increased student reading is related to teacher influence following high school library booktalks.

STUDIES SHOWING NEED FOR OPERATIONAL CHANGE

Ho and Loertscher	Collections should reflect school's general and specific curriculum.
Greenberg	Resources and policies are needed to increase availability.
Abduljalil	User performance and library operations contribute to non-availability of resources.
Barlow and others	CD-ROM should be judged as critically as any other new item or format.
Callison	Electronic databases can be used successfully by high school students.
LeClercq	Cooperative programs can improve student access to resources.
Miller and Moran	Schools are not investing enough money in LMC resources to support curricular needs.
McMillan	Library media specialists' self-censorship is extensive.
Jenkinson	Policy can provide some help in censorship challenges.
Marxsen	Benefits of open-space experience need to be considered in program planning.
Shontz	Use of performance appraisal based on objectives is related to better education, district level LM staffing and policies.
Turner	Personnel evaluation model based on purpose of school library media program is needed.

STUDIES CLARIFYING ROLE/SUPPORTING NEED FOR ROLE CHANGE

Fitzgerald	Higher curricular involvement is related to larger size and budgets, more education, and written communication.
Horton	Principals view LM program as better than teachers do.
Callison	More involvement in instruction is needed in information services.
Roberts and Schon	Use of student aides is wide-spread and potentially valuable.
Hauck	Role categories are identified; better communication is needed.
Scott	Technological media role is seen as strongest by all groups.

Westfall	Role expectations in computer program need clarification.
Christensen	Essential characteristics are: leadership, commitment, involvement in curriculum and service.
Herrin	Model for successful LM specialist is developed.
Edwards and Schon	Need for professional development should be understood and own role accepted.
Bunbury	Role in selection and guidance for both leisure reading and study are needed in some environments.
Hodges	Roles in production and consultation services may have greater program impact.
Bernhard	Promotion of better knowledge and use of LMC is needed.

POST SCRIPTUM

John G. Wright

The occasion of retirement after ten successive years of active association and conference attendance affords me the opportunity of offering some observations on what may be called the second phase in the life of IASL. The original planning began in Canada at a WCOTP conference in Vancouver in 1968, and the first formal conference was held in conjunction with another WCOTP conference in Jamaica in 1970. I had the pleasure of attending that conference. There was a certain flush of enthusiasm during the first decade that is now being put to the test by the challenges of the second.

Without being unduly optimistic about the successes achieved, or pessimistic about the problems encountered, I would like to share with you some of the things I have learned during my decade on the Board of Directors and as Vice-President. Where did we go (for Shirley accompanied me to all of the conferences except this one) during those ten years from 1979 to 1988?

For me the most memorable Conference will always be the one in Denmark, from the harrowing delay in Heathrow Airport and the overcrowded flight to Copenhagen, to the land of Hans Christian Andersen and fairy tale castles, where beer appeared on the restaurant tables more often than water. It was where the school libraries had nationally shared book catalogues rather than individual card catalogues, where school librarians received an extra administrative salary and recognition, and where men outnumbered women in the profession.

The 1980 Conference in Venezuela was truly a Latin American experience in terms of representation from central and south America, and in terms of the innovative experiments of the Banco del Libro and of the National Library in promoting nation-wide literacy through school and public library services. It was also the experience of a stalled airplane engine over the Angel Falls in Canaimo. It was amazing how many things you can be thinking about while counting the seconds for the engine to cut in. Nor was it much comfort to realize that the pilot appeared to have the only available parachute.

The Aberystwyth Conference introduce us to the rugged beauty of Wales and to the aftermath of a Royal Wedding, as well as to many servings of well done roast beef and Yorkshire pudding in a succession of University residences. I still recall the magnificent lecture on "Libraries, Learning and the School" from Michael Marland, the English Headmaster. How well the English speak their language!

I had too much to do with the planning of the Alberta Conference in 1982 to remember much about it except that Shirley was confined to her hotel with an attack of shingles, and everyone, including the Canadians, complained about the mosquitoes. We lost the Occasional Papers shipped to us from Australia, but we had a grand party the last night of the Conference with music, singing, and storytelling.

We eagerly anticipated the Conference in the beautiful lake district of Bad Segeburg in West Germany. Unfortunately my flight left Edmonton the day before I got to the airport - and a succeeding flight swept us into the height of a European heat wave where the wasps pursued us at every event where food was served. Both the Danes and the Germans have too much beer and cold sausages for my liking, but oh! the wonders of their fabulous desserts. It was in Kiel where the State School Inspector presented us with seven reasons why school libraries were not necessary in that jurisdiction, but, I hasten to add, we saw many magnificent libraries, most of them public libraries, like the ones in Frankfurt, which provided direct services to schools.

Hawaii was the island paradise of leis, sunshine, and heaving blue ocean waves with a wicked undertow. It also provided low flying Aloha air buses in one of which we sat in suspense wondering if Shirley Coulter would be left on the tarmac when we took off. We were all impressed with the closely knit library services of the island communities, and a library education program that equally embraced school, public, and college librarians.

Jamaica in 1985, for the second time, was the year of the drought that dried up the lawns of the Governor-General's residence where we had a marvellous reception, and where the "running water" in the Bonnie Doon Hotel was to be found in the waste-paper receptacle in our bedrooms. The effort of the planning committee to bring together representatives from all of the English speaking Caribbean islands was a remarkable and commendable achievement. It was another example of a small country with a comprehensive plan for library development.

Halifax in 1986 was a second Canadian venture in a very different part of the country characterized by lush green headlands and magnificent panoramas of the sea. The Conference included a visit to Anne of Green Gables and to a historic Black community cultural centre. It was also an opportunity to display scrapbook and photograph albums of previous conferences.

And then in 1987 there was Iceland, a trip made memorable by the informal off-the-record flight juggling of Iceland Air which brought us into Reykjavik a half-day later than originally scheduled. The physical environment of the island nation is awesome, and the preservation of its language and literature is a remarkable story. Small wonder that it enjoys a world record for literacy, reading, and publication.

And that brings us finally to the conference here in Kalamazoo, a place that members of IASL have seen on Association newsletters, correspondence, and publications for over eighteen years. It has to be seen to be believed, but there is no doubt about the international reputation that it has earned through the pioneering efforts of its leading library educator - Jean Lowrie. It's always people that make the difference.

And what else have I learned from these conferences? The following table provides some insight into the backgrounds of the 1400 registrants who have participated in the. — ? They have been drawn from 57 national states in western Europe, Africa, North and South America (including the Caribbean), Australia, and Japan. For the most part, the registrants represent a personal commitment to the library profession rather than institutional or association commitment, although there are some encouraging signs of interest from the latter groups.

REGISTRATIONS AT IASL CONFERENCES 1979 - 1987

COUNTRY	DEN	VEN	UK	CAN	GER	USA	JAM	CAN	ICE	USA	TOT	%
Argentina		1									1	
Australia	2		8	3	4	5		3	4		29	2.0
Austria						1						1
Belgium					1						1	
Belize								1				1
Bermuda							1	1			2	
Brazil						1						1
Canada	7	2	13	108*	9	18	7	16*	11		191	13.6
Colombia		2									2	
Costa Rica		1									1	
Denmark	31*		7	1	7		2		3		51	3.6
Dominican R		1	1								2	
Finland	1		2		2			1	1		7	
France			1	1	2						4	
Germany/FRD	8		11	3	42*		2	1	1		68	4.8
Guam						3					3	
Haiti							1				1	
Hong Kong			1	1							2	
Iceland	3				4	2	1		44		54*	3.8
Israel				1	2				2		5	
Italy					1						1	
Jamaica	1	3	2	3	2	4	115*	1	3		134	
Japan	1	2	1	1	1	6		1	4		17	

COUNTRY	DEN	VEN	UK	CAN	GER	USA	JAM	CAN	ICE	USA	TOT	%
Jordan			1								1	
Kuwait			1								1	
Malaysia			1						1		2	
Netherlands	3		2		2						7	
New Zealand			1	1							2	
Nicaragua		1									1	
Nigeria	1		2	2	1		1	1	1		9	
Norway	7		3	1	1	1	1	1	8		23	1.6
Peru		1									1	
Philippines						2					2	
Saudi Arabia			3					1			4	
Sierra Leone				1							1	
South Africa			3	1	1	4			1		12	
Spain			2								2	
Sweden	8		6		3			1			18	
Switzerland	2		1		1				1		5	
Thailand			1								1	
UK	10	1	43*	7	11	2	2	4	7		87	6.2
US	33	7	58	34	51	149*	33	57	45		467	33.3
Venezuela		152*					1	1			154	10.9
→ West Indies ⁺							16	1	1		18	
Zimbabwe			1	1							2	
TOTAL+	119	174	177	170	152	196	184	91?	138		1400	100%

* Indicates the site of the IASL Conference

+ 57 states including 12 West Indies States (Antilles, Barbados, Dominica, Grenada, Guayana, Montserrat, St. Kitts, St. Lucia, St. Vincent, Trinidad and Tobago, Turks and Caicos, Virgin Islands)

? Complete registration data not available.

And who were the people I most often met at these conferences? Because the IASL primary membership category is for individual or personal members, there is a core of frequent attenders, often elected members of the Board or of its Committees. Others,

including spouses, do enjoy the venues and the people they meet, and it is the pre- or post-Conference tours which are important factors in drawing these people to the Conferences.

FREQUENT ATTENDERS AT IASL CONFERENCES, 1979-1987 BY PERSONS:

<u>Nine</u>	<u>Eight</u>	<u>Seven</u>	<u>Six</u>	<u>Five</u>	<u>Four</u>
M. Cooke	M. Nagakura	S. Coulter	G. Caywood	P. Beilke	E. Barth
J. Lowrie	A. Nelson	H. Hall	J. Hardy	R. Clark	W. Bishop
J. Wright		B. Korpela	K. Mungo	B. Colwell	R. Cady
S. Wright		C. Lettieri	A. Robertson	R. Cook	M. Dearman
		L. Thomas	A. Shafer	D. Diewald	S. Hannesdottir
		O. Walmsness		M. Finkle	P. Hauk
				C. Golloday	J. Johnson
				S. Hegarty	A. Petersen
				C. Jackson	R. Skrivaneck
				R. Waldrop	A. Taylor
				A. Wisbon	

FREQUENT ATTENDERS AT IASL CONFERENCES, 1979 - 1987 BY COUNTRY

United States	23	Jamaica	2
Canada	5	Germany	1
United Kingdom	2	Iceland	1
Denmark	2	Japan	1

Sometimes I have been asked what I have learned that made school libraries different in other countries from my own. The truth of the matter is that the basic issues and principles for libraries are fundamentally the same:

- elementary schools tend to do less well than do secondary schools with regard to staffing, budget and facilities;
- schools in rural communities tend to fare less well than do those in urban communities unless they are part of a local or regional network;
- culture and language, particularly if they are associated with a minority group, pose enormous problems in providing effective relevant library services. So do second language programs.
- there are long standing relationships between schools and public libraries, which frequently appear to compete rather than to complement one another.
- to be effective, policy statements must engage the commitment of all the responsible parties: state governments, local school boards, school administrators, teachers, parents - not just the library community.
- the single most significant factor in library programming is the quality and commitment of the librarian.

- school libraries enjoy higher priority when they are perceived and used as integral components of classroom teaching as well as student learning.

These concerns provide the common bond for associations like this one that make it possible for us to talk to one another and to derive benefit from sharing our concerns with one another.

Over this decade, there has been a trend to recognize the special role of library associations and to provide a forum for them to discuss their concerns at an association level. The Assembly of Associations has been created for this purpose, and it has been associated with the office of the Vice-President. I have been encouraged by the small but growing response to the Assembly which connects the IASL to the larger community of school librarians who cannot attend its conferences.

So far our efforts to promote regional IASL associations in larger geographical areas identified by Board members has proven counter-productive. I am increasingly aware of the persuasion that association members are significant links for us to emphasize in reaching out to other countries. The next Vice-President has my full support and my sympathy in developing this linkage in a way that is meaningful to them as well as to IASL.

And does IASL have a future that will outlive Jean Lowrie's dream? Of course it does, as long as you continue to support the concept of an international forum to discuss your commitment and concern for library programs and services to the children of the world.

RESOLUTION OF THANKS - CONFERENCE '88

Mildred Goodson

On behalf of the members I would like to say thank you to everyone who participated in the organization, planning, and execution of this wonderful 1988 I.A.S.L. Conference. We now know there really is a place called Kalamazoo!

The 1988 conference is one we will long remember for the fellowship, the fun, the frivolity, the flags - or lack of - and for lost luggage.

To those of you who came to Kalamazoo for your first I.A.S.L. conference perhaps a bit shy, not knowing quite what to expect, or what you were getting into, I am sure you will leave the conference feeling you are one of the family, and hopefully you are looking forward to the next family reunion in 1989.

Each conference seems to have its own special "flavor" and we have certainly had lots of flavor in Kalamazoo. We have been wined and dined in great style upon several occasions beginning with the World Book reception Sunday night, then our marvelous banquet Wednesday night, our delightful home visit dinner on Thursday, and finally today's luncheon.

We will certainly remember the warm, humorous welcome given to us by Dr. Diether Haenicke on opening day, and we thank Dr. and Mrs. Haenicke for the delightful evening spent on the beautiful grounds of their home. A special thanks should also be given to an even higher authority because we did not have a downpour during the party!

The exhibitors certainly deserve recognition for taking the time to set up the lovely displays. The Athena Book shop in Kalamazoo went out of their way to provide a marvelous display of books which I'm sure gave us new ideas for storytime and Christmas gifts. The same is true for the excellent display of Canadian books.

Someone in the group should surely write a poem about our evening of square dancing! Perhaps it could be entitled "Ode to two left feet!" However, after several dry runs, and many mysterious maneuvers, we can now do-si-do, aleman left, and promenade with the best of them. We thank the committee for making the arrangements for us.

Another "flavor" if you will, has been the smoothness with which the conference has been run. The local arrangement committee deserves a special pat on the back. Everything from transporting us from the airport while dodging World War II Spitfires, to picking us up and taking us to private homes for a lovely Michigan picnic, has been done with a cheerful smile and a willingness above and beyond the call of duty!

The library visitation tours on Wednesday were a highlight of the week. Both the Kalamazoo Public Schools and Public Library, and the Portage Public Schools and Public Library were very gracious to us as we toured their Facilities and we thank them very much.

Many thanks to Lee Jameson and Mary Rife for making the arrangements for both the home dinner and the school tours.

We also thank the Western Michigan University Continuing Education Department for providing us with lovely air conditioned room in which to meet, and for providing our speakers with the equipment needed for their presentations.

When we walk into our home libraries in the fall we will take with us many new ideas from the excellent seminars, and from the remarks of our keynote speakers.

I want to give a personal thank you to the Canadian delegation for having been given the official Order of the Maple Leaf. I now feel like a true daughter of the Empire!

Thank you to the small handful of dedicated people who had the vision 17 years ago to form the International Association for School Librarianship. Without their great expectations we would not be leaving Kalamazoo with our own great expectations for the coming year.

We also thank our very special "gal from Kalamazoo", Jean Lowrie, who picked up the ball last fall and ran all the way with it to organize, plan, and arrange this excellent conference.

We wish you all well, and a safe journey home after the conference is over. Remember, don't let distance phase ya - get ready for Malaysia!!!

Thank you.

"Our Song - Conference '88"

(To the tune of I've Got a Gal in Kalamazoo)

A B C D E F G H IASL's in Kalamazoo
Don't want to boast
but we know we're the toast of Kalamazoo

Years have gone by
My, my how we grew
Europe and Asia, Canada, Australia, and Africa too

We're goin' to send out wires
Publish lots of fliers
'bout Conference '89

Don't let distance phase 'ya
Get ready for Malaysia
Howdy all you members
Everything's O K A L A M A Z O
O it's been grand
In Kalamazoo

MAME has been great and our
hosts were first rate
We're telling you true

We're going to tell the world
To take a little trip to Kalamazoo!

1988 IASL ANNUAL GENERAL MEETING

AGENDA

THURSDAY, JULY 28, 1988

Call to Order and Greetings

President's Report- Michael Cooke

Minutes of 1987 AGM

Executive Secretary's Report-Jean Lowrie

Treasurer's Report-Donald Adcock

Recommendation on Dues

Appointment of Tellers

Report of Nominating Committee-Gladys Caywood

Election

Report on Association Assembly-John Wright

Report from Board-Michael Cooke

Publication Committee Report-Philomena Hauck

Membership Committee Report-Alice Nelsen

IASL/Unesco Project-Lucille Thomas

New Business

Malaysia 1989-Malaysia delegation; Wong Kim Siong, Chair

Conference Tour 1989-Jean Lowrie

Resolution of Thanks

Adjournment

Lucille Thomas, Parliamentarian

1988 Minutes of the IASL Annual General Meeting

The Annual General Meeting of the International Association of School Librarianship was called to order by President Cooke at 9:00 a.m., July 28, 1988, at the Bernhard Student Center, Western Michigan University, Kalamazoo, Michigan. A warm welcome was extended to all and a special greeting from Dorothy Diewald (West Germany) was read.

The President's Report (copy attached) highlighted a concern for greater membership participation; a sharing with some other country through "Support a Friend" and the financial state of the association.

The 1987 AGM minutes had been distributed earlier. There being no corrections, John Wright moved acceptance; Sue Hegarty seconded. Carried.

The Executive Secretary's Report highlighted the number of articles about IASL published in national professional journals; membership growth; Leadership Development Fund's first grant from Papua, New Guinea financial needs; 1989 and 1990 conferences.

The Treasurer's Report was presented showing that the association was operating on a deficit budget. Don Adcock (Treasurer) moved acceptance. Howard Hall seconded. Carried (report appended). The budget for 1988-89 was presented indicating a proposed income of \$12,475 and expenses of \$14,585 (-\$2,110). (Appended). The board recommended acceptance. Adcock moved, Wright seconded. Carried.

A proposal to increase dues beginning July 1989 had been developed by the board. The rationale included the fact that the Newsletter was now costing at least 50% of the dues intake due to rising paper and postage costs; the sale of publications was down and membership non-renewals were increasing.

It was proposed that there be a two zone dues structure. Zone A U.S., Canada, Europe, Australia and Japan; Zone B Asia, excluding Japan, Africa, Latin America and the Caribbean. The dues for Zone A would be raised to \$20 for individuals and \$30 for associations with a \$10 increase for every 500 members. Zone B would remain at the current level of dues. (Three year memberships in Zone A would be \$55).

It was further recommended that associations would receive only one copy of the Newsletter (instead of 5 since it is not copyrighted); that non-renewals would receive only one additional issue with a second delinquent reminder; that an active membership campaign be undertaken at once.

Wright moved to accept the dues recommendation; Hall seconded. Carried.

The report of the Nominating Committee was given by Chair Gladys Caywood. For Vice President, Sigrun Hannisdottir (Iceland) and Joseph Hallein (Australia). For Directors: from Europe, Marjory Hargreaves (UK) and Ylva Lindholm-Romantschuk (Finland); from Africa, Carver Mparutsa (Zimbabwe); from South America, Nelson Rodriguez-Trujillo (Venezuela); from Australia, Lalita Brond, (Australia)

Arline Wood and Howard Hall were appointed tellers for the election.

Vice President Wright presented the report of the Association Assembly (attached). Highlights included 6 new association members; a new directory of associations (37 from

20 countries); the Association Communique will appear in the Newsletter again; a proposal for an IASL flag; delegates will act as representatives of IASL for their own associations.

President Cooke reported on additional board actions. A Mission Statement was developed by the board to serve as a preamble to the goals and objectives in the by-laws. A discussion of priorities which would be emphasized for the next 3 to 5 years centered around membership expertise and how it would be used. Specific workshops will be planned in connection with conferences. The Leadership Development Fund will be emphasized. In addition, a Nominating Coordinator will serve rather than a Nominating Committee. Gladys Caywood will serve for 1988-89. The board also accepted the recommendation of John Ward (Australia) that the Executive Secretary Jean Lowrie be made an Honorary Life member of IASL.

Philomena Hauck reported for the Publications Committee. Two books will be published by Scarecrow Press. (1) Voices From Around the World: excerpts from IASL Conference Proceedings; (2) School Libraries; International Developments, 2nd edition.

Alice Nelsen, Membership Chair, set a goal to double membership this year. A special campaign has been planned. She reminded three year members that they should consider a gift in between to one of the special projects.

Election results were announced.

Sigrun Hannisdottir, Iceland, Vice President
Lalita Brond, Australia; Carver Mparutsa, Zimbabwe; Nelson Rodriguez-Trujillo,
Venezuela and Ylva Lindholm-Romantschuk, Finland as Directors.

The IASL/Unesco Co-action Program Coordinator, Lucille Thomas, presented her report (attached). A special display was in the exhibit area. The book raffle netted \$500 plus a \$100 gift for the project.

Wong Kim Siong invited participants to Malaysia for 1989 describing the program and the two study tours planned. In addition, it was announced that a pre and post conference tour would be available through Travel Diplomat (Kalamazoo). Brochures will be sent to all members re: all aspects of the conference.

The resolution of thanks was postponed until the Friday luncheon.

Meeting adjourned at 10:45 a.m.

Jean E. Lowrie
Executive Secretary

oci/iasl

PRESIDENT'S REPORT

I am always a little uneasy as to whether the contents of my address to this meeting constitute a true report. That largely falls to the functions of the Executive Secretary and I am conscious that each year there are areas of repetition in our two reports.

This year, as I have not found time to provide input to the Executive Column of the Newsletter during the year, I want to place the emphasis on looking forward to the future of IASL. As this coming year is my last as President, I feel I can usefully bring some points of concern before you.

We must turn our attention to identifying priorities and perhaps we need to focus on one or two specific activities and put more energy into seeing that we make progress in those areas. We cannot continue to drift from year to year, we must show definite signs of progress.

We have several committees within the IASL structure, but one thing that has become evident to me as I end my 5th year as President, is that we seem often to make little progress from one conference to the next. I am not wanting to be critical of these committee chairs, on the contrary I am grateful to each of them for undertaking, what I know at times, is a thankless job, but IASL as an organization must re-discover a sense of direction and whatever that direction is, its implementation must come about through these committees. They are the work platforms of the association and it is from their output that the progress and success of IASL will be judged.

In the commercial world, those enterprises that are successful are the ones who are able to focus on a set of specific goals and objectives to which they devote their energies. We as an Association need a sense of Mission which will allow us to identify what we wish to achieve under the various objectives we have already set ourselves.

As IASL prepares for the next decade - it is only two years away - what is our Mission? Is it to help the children and young people around the world to recognize that information in the various forms in which it is carried, is an important commodity in their lives? Is it to help Library and Education Administrators to recognize that they are failing these young people unless they support their education with good library and media services. If this is our Mission how do we go about implementing it? What do we want to be able to show has happened through IASL committee work in 1990 and beyond.

I must return to a familiar theme. Far too many members of IASL are passengers. Ask yourselves why you joined the Association. Was it only to see what IASL could do for

you, for your school library or hopefully there was also an element of what can I contribute to the cause of school Librarianship world wide through working with IASL?

That to me is the *raison d'être* of our existence; to bring together a body of practising educators and librarians who see an important role for the school library in their own working lives and through the structure and contacts which IASL provides, to help our colleagues in other countries to share our ideas and enthusiasm. That cannot be passive. We can only share if we are prepared to communicate; to find and use the opportunities that present themselves in between conferences to work with our members from around the world. It is not enough that we are able to say once again that the 1988 conference in Kalamazoo was a great success. This conference like others before it has only involved a small percentage of our membership. What of all those members who never have the opportunity to participate in an IASL conference. What concerns do we have for them? How can we make contact and enter into dialogue with them if our own involvement ceases with yet another conference under our belt.

As I enter my final year as your President I wish to make a last attempt to galvanize more of our members into active involvement in the work of the association.

If we are to survive through the next decade, increase our membership, bring our Nordic colleagues back into closer relationship with us, we must show that we are moving forward in our plans and in our activities.

We have had a successful publishing year with the launch of the *Festschrift*. The new publication from Scarecrow Press and work well under way for the new edition of the International survey of School librarianship. On your behalf I express our thanks to Phil Hauch for giving such a strong lead to the publication committee, to Ann Taylor for so ably bringing the *Festschrift* to a marvellous conclusion, and to Jean and Mieko and their gallant band of contributors for their work on the survey. But what of our other activities?

There are ways that each one of us can make the association more active and visible worldwide.

First, having benefited yourself from attendance at this conference identify one of our less fortunate members, perhaps in a Third World country or a country remote from the U.S., and share your thoughts about the conference and your own enthusiasm and ideas from and about school library/media development.

Secondly, make a real effort to recruit at least one more member to the association. It is vitally important that we grow in numbers.

Third, make use of the Newsletter. Share your thoughts and ideas with a wider audience. If you want to turn the world of school librarianship upside down, you will

achieve it better with supporters. If you feel very happy and satisfied with your library program then let our members know why.

Fourth, get to know the work of our committees. Find one (or more) which you feel you can contribute to and become active in its work. Encourage your friends to become active in the work.

If there are areas of activity which you feel we do not cover and you want to start something new, let Jean Lowrie or me know. We are always sympathetic to those who wish to be active.

We do have funds available which can support worthwhile projects. They are waiting to be used.

Help me to feel I have accomplished something worthwhile in this office as your President. Certainly if I was able to report next year a dramatic growth in active participation in our work by the general membership I would indeed feel my time had been worthwhile.

Michael J. Cooke
President

VICE-PRESIDENT'S REPORT

The fourth annual Communique for the Seventh Assembly of Associations was included, on an experimental basis, in the December 1987 issue of the IASL Newsletter. Approximately 50 separate coil bound copies of the Communique were forwarded to all Assembly members and to all Board Members. No review copies were distributed other than courtesy copies to the WCOTP and to IFLA. A small number have been set aside for the archives and for sale on request.

The inclusion of the Communique in the IASL Newsletter (about twelve pages) has provided the widest distribution ever accorded it, and the Vice-President recommends continuing the practice for future issues. This also reduces the cost of a separately issued publication for which, so far, there has been little or no sale value.

Not every official representative submits a written report; absent from this Communique were reports from Jamaica and Japan. It is also evident that some official representatives are appointed very late, and do not receive annual reports from their Association officers for presentation at the Conference. This can result in hastily written submissions at the Conference without full knowledge of Association affairs.

As of June 25 this year, six Assembly members have forwarded their Conference declaration forms to the Vice-President of which five have attached Association reports as requested. It is hoped this will become the common pattern for all Assembly members.

It is also gratifying that at least four new Assembly members have been reported to the Vice-President from the Manitoba School Library Audio Visual Association, the Association de Bibliotecarios de Escolares de Puerto Rico, the Zimbabwe School Library Association, and the Educational Media Association of New Jersey.

The Directory of the Assembly now includes the names of 37 Associations and government agencies from 20 countries and 4 international bodies 27 of which are currently active Assembly members. Some of the international bodies pay institutional rather than association fees.

As a result of discussions at the last Board of Directors' meeting in Reykjavik, efforts were undertaken to begin revising the Directory of School Library Associations originally compiled by Joe Hallein. Forms were sent to all associations in the Directory of the Assembly whether or not they were current members, and to all school library associations in Canada. The response has been slow, but to date 22 forms have been returned, including several from non-member associations. Attached to some of the forms were

copies of constitutions, policy statements, and school library standards. A tentative draft of the Directory is being submitted to the Board for consideration.

Also as a result of discussion at the Board meeting in Reykjavik, a Committee was established to explore the formation of local IASL chapters. In order to secure some preliminary information, a brief questionnaire was sent to all Assembly members asking them for their opinion about forming local IASL chapters with or without arrangements for collecting IASL dues. The wording of the form proved unfortunate ("within" should have read "sponsored by"), and the response has been limited. The form was included in the package containing the forms for the Directory, so that some non-members were also include in the sampling.

<u>Association</u>	<u>Local Chapter</u>	<u>Dues' Collection</u>
Canada - Alberta	Yes	No
Canada - British Columbia	No	NO
Canada - New Brunswick	---	---
Japan	No	No
The Netherlands	No	NO
Malaysia	No	NO
Nigeria - Anambra	Yes	No
United Kingdom	No	No

The United Kingdom was especially helpful in providing background information about its own local branch organization. The Association felt unable to cope with any other kind of special grouping, especially if financial responsibilities were involved. This objection was strongly reinforced by Japan where there already is an arrangement for collecting dues and maintaining a special bank account for this purpose. No replay was received from Australia where a similar arrangement is provided through the efforts of a former IASL Board member.

Most of the comments indicated that the Associations were too small to cope with sub-groups, and there were always the complications of foreign currency exchange. Some associations were sections of a parent organization which handled their funding. The matter is further complicated in that not all IASL members in any particular country are necessarily members of the national Associations.

The model of Local chapters of members in the same country or within the same national Association is common to many international bodies, such as IBBY or the IRA, who provide guidance and some financial assistance on behalf of such chapters. The

Canadian Library Association presently makes provision for "special interest" groups who organize their own activities at national Conferences. Some kind of provision for IASL members in a particular country to meet at national conferences, and to act as a visible IASL group, could be of enormous benefit, especially if there were no financial or reporting obligations placed on the sponsoring Association. Perhaps, instead, the IASL should seek suitable members in the various countries to act as an IASL coordinator with the Association concerned. That person could then contact IASL members at national conferences or other events, and could act as a liaison between IASL and the officers of the Association.

The Canadian IASL bank account, some \$200 overdrawn at the personal expense of the Vice-President, has been closed. There has been no response to the forwarding of Canadian memberships through this account, and with the retirement of the current Vice-President, there seems to be no reason for maintaining it. It should be remembered, however, that the account served an extremely useful service in supporting the IASL activities of the Vice-President.

In view of the completion of two terms as Vice-President, it seems an appropriate time to make a few observations about the office as it has developed during the past six years:

1. The Vice-President's role has become identified with the affairs of the Assembly of Associations. This has both focussed his activities and extended his influence in the IASL program.
2. His links with Assembly members, whose officers change yearly, is tenuous at best, and has very little to do with designated representatives at IASL Conferences. The Vice-President must continue to initiate and maintain continuing communication directly with Association members in their own countries.
3. Assembly meetings should increasingly reflect the concerns of Association members rather than the organizational concerns of IASL.
4. Local IASL contacts in individual countries or within individual association would provide more effective liaison than would larger area or regional structures. Do Association officers actually know how many of their members belong to IASL?
5. The preparation of the Communique and the maintenance of the Directory of the Assembly should remain a major responsibility of the Vice-President. The Directory of School Library Associations should be assigned to a more broadly based committee.
6. The Vice-President needs access to a local IASL bank account in order to be effective in the carrying out of his responsibilities.

And finally, the Vice-President would like to offer his personal thanks for the support of his colleagues on the Board and in the Association. For him the effort and cost of attending ten successive Conferences has been an investment in professional growth and has afforded him an immense amount of personal pleasure and stimulation.

John G. Wright
Vice-President

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
STATEMENT OF CASH
(balance as of June 30, 1988)

Balance July 1, 1987	\$4,616.58
Expenses over Revenues	(\$10,678.05)
Conference Income in Transit from prior year	\$2,819.80
CD Surrendered	<u>\$5,000.98</u>
Balance June 30, 1988	\$1,759.31

DEVELOPMENT FUND

Balance July 1, 1987	\$0.00
Transfer from checking	\$2,232.41
Interest and Donations	<u>\$1,602.15</u>
Balance June 30, 1988	\$3,834.56

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
STATEMENT OF CURRENT RESOURCES
(Balance as of June 30, 1988)

Checking Balance	\$1,759.31
Development Fund	\$3,834.56
Certificates of Deposit	
Old Kent Bank	\$10,000.00
Center Bank	\$5,000.00
DuPage Bank Trust	\$3,000.00
Prepaid expenses at Western Michigan	<u>(\$88.21)</u>
Total Current Resources as of June 30, 1988	\$23,505.66

INTERNATIONAL ASSOCIATION
OF SCHOOL LIBRARIANSHIP
STATEMENT OF REVENUE & EXPENSES
(YEAR ENDED JUNE 30, 1988)

REVENUES	BUDGET	ACTUAL	(OVER)/UNDER
MEMBERSHIP			
ASSOCIATION	\$500.00	\$295.00	(\$205.00)
INDIVIDUAL	\$6,000.00	\$5,604.15	(\$395.85)
SUPPORT A FRIEND	\$200.00	\$237.00	\$37.00
SALE OF PUBLICATIONS	\$1,500.00	\$993.00	(\$507.00)
CONTRIBUTIONS	\$150.00	\$80.00	(\$70.00)
UNESCO PROJECT	\$100.00	\$173.00	\$73.00
CONFERENCE INCOME	\$4,000.00	\$1,480.20	(\$2,519.80)
INTEREST INCOME	\$1,500.00	\$1,069.74	(\$430.26)
DEVELOPMENT FUND	\$2,000.00	\$309.01	(\$1,690.99)
OTHER	\$500.00	\$185.94	(\$314.06)
TOTAL REVENUE	\$16,450.00	\$10,427.04	(\$6,022.96)
EXPENSES			
EXECUTIVE BOARD	\$400.00	\$682.33	(\$282.33)
IFLA/WCTOP DUES	\$380.00	\$0.00	\$380.00
PRINTING	\$4,000.00	\$3,291.69	\$708.31
TAX EXEMPT FILING	\$5.00	\$5.00	\$0.00
NEWSLETTER POSTAGE	\$0.00	\$33.57	(\$33.57)
NEWSLETTER EDITOR'S EX.	\$200.00	\$99.97	\$100.03
PROCEEDINGS PRINTING	\$750.00	\$3,342.88	(\$2,592.88)
PROCEEDINGS POSTAGE	\$0.00	\$0.00	\$0.00
BANK CHARGES	\$200.00	\$106.50	\$93.50
TELEPHONE	\$170.00	\$114.80	\$55.20
POSTAGE	\$35.00	\$166.78	(\$131.78)
MISC. SUPPLIES	\$600.00	\$377.59	\$222.41
ADDITIONAL EX.	\$0.00	\$424.50	(\$424.50)
SECRETARIAL	\$3,300.00	\$3,568.74	(\$268.74)
COMMITTEE EX.	\$150.00	\$38.33	\$111.67
CONFERENCE ASSISTANCE	\$1,000.00	\$0.00	\$1,000.00
WESTERN MICHIGAN	\$3,000.00	\$6,500.00	(\$3,500.00)
DEVELOPMENT FUND	\$2,000.00	\$2,232.41	(\$232.41)
UNESCO PROJECT	\$120.00	\$120.00	\$0.00
TOTAL EXPENSES	\$16,310.00	\$21,105.09	(\$4,795.09)
REVENUES (OVER)/UNDER EXPENSES	\$140.00	(\$10,678.05)	(\$10,818.05)

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

PROPOSED BUDGET 1988-89

<u>REVENUES</u>	<u>ACTUAL</u> <u>1986-87</u>	<u>ACTUAL</u> <u>1987-88</u>	<u>PROPOSED</u> <u>1988-89</u>
Membership			
Association	485.00	295.00	400.00
Individual/Institution	7,033.69	5,604.15	6,500.00
Support A Friend	207.50	237.00	250.00
Sale of Publications	2,580.20	993.00	2,000.00 1,500.00
Contributions	140.00	80.00	150.00
UNESCO Project Gifts	120.00	173.00	175.00
Conference Income	2,819.80	1,480.20	1,000.00
Interest Income	908.19	1,069.74	1,000.00
Development Fund	2,232.41	309.01	300.00
Other	532.44	185.94	200.00
	<u>17,059.23</u>	<u>10,427.04</u>	<u>11,975.00</u> 11,475.00
<u>EXPENSES</u>			
Executive Board Expenses	400.92	682.33	400.00
IFLA/WCTOP Dues	377.57	0.00	500.00
Printing (Including duplicating & Photocopying)	3,431.01	3,291.69	2,500.00
Filing Tax Exempt Status	5.00	5.00	0.00
Newsletter			
Postage	63.58	33.57	35.00
Editor's Expenses	132.60	99.97	100.00
Proceedings			
Printing	175.10	3,342.88	.00
Postage	14.08	0.00	.00
Bank Charges & Collection on Foreign Checks	189.97	106.50	100.00
Office Expenses			
Computer Expenses	211.97	0.00	200.00
Telephone	162.13	114.80	125.00
Postage	31.09	166.78	150.00
Miscellaneous Supplies	588.24	377.59	350.00
Secretarial	2,153.50	3,568.74	3,500.00
Committee Expenses	0.00	38.33	50.00
Conference Assistance	1,000.00	0.00	1,000.00
Western Michigan	5,008.00	6,500.00	5,000.00
Regular Postage		(2,250.02)	
Newsletter Postage		(3,284.41)	
Printing & Supplies		(1,439.27)	
Development Fund	0.00	2,232.41	300.00
UNESCO Project	0.00	120.00	175.00
Additional Expenses	0.00	424.50	100.00
	<u>13,944.76</u>	<u>21,105.09</u>	<u>14,585.00</u>

Committee IASL/UNESCO Co-action Program Project 534
(Books for School Libraries Developing Countries)

July 1986 Amount brought forward is	\$2660.00 U.S.
Donations 7/87 - 7/88	<u>\$1114.25</u> U.S.
	\$3774.25 U.S.

Disbursed	
Colegio Los Norgales (K-8th)	\$2000.00
Apartado Aero 86827	
Bogota, Columbia	
South America	

Balance on hand 7/88	\$1774.25
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Lucille C. Thomas
Chairperson

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

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INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

July 24 - 29, 1988

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